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ABSTRACT

This final report describes activities and accomplishments of a 2-year federal project to provide support services for deaf-blind children and youth in Connecticut, Maine, Massachusetts, and New Hampshire. Objectives and their accomplishments are divided into two major sections: activities of the New England Center (NEC) for Deaf-Blind Services and activities of the NEC Pilot Project. For the NEC center, objectives and accomplishments of the Center which apply to all four states are presented first followed by a listing of activities and accomplishments for each state. Objectives include identification of young children with deaf blindness, technical assistance, implementation of exemplary practices, personnel development, inclusion of underrepresented populations, and project administration and evaluation. Extensive appendices document consultation activities, workshops, advisory/planning meetings, agencies serving deaf-blind children, programs, advisory committee, brochures, newsletters, and forms. For the NEC Pilot Project, which focused on facilitating the educational inclusion of young children with deaf-blindness in Massachusetts, accomplishments are reported by objective, including development of assessment instruments, establishing parents as central figures in development of individual educational plans (IEP), assisting local education providers in assessment, and encouraging team involvement in IEP planning and assessment. Appendices provide additional information on consultation services, classroom environment assessment, forms, meetings, workshops, Advisory Committee activities, case studies, and an article by T. Evans Luiselli and others titled "Inclusive Education of Young Children with Deaf-Blindness: A Technical Assistance Model." (DB)

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ED 391 349

SERVICES
FOR
DEAF-BLIND
CHILDREN
AND YOUTH
IN
CONNECTICUT, MAINE, MASSACHUSETTS, & NEW HAMPSHIRE

Final Report

Period of Performance:
October 1, 1994 -
September 30, 1995

Submitted to:

United States Department of Education
Office of Special Education
and Rehabilitative Services

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CFDA 84.025

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Submitted: January 1996

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New England Center for Deaf-Blind Services

Objectives

Reader: Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

The following structure will be used:

I. *ROMAN NUMERALS* ....GOALS

A. *LETTERS*............................OBJECTIVES

1. *NUMERALS*.........................ACTIVITIES

I. TO IDENTIFY INFANTS AND TODDLERS WITH DEAF-BLINDNESS FOR WHOM THE STATE HAS NOT MANDATED SERVICES THROUGH PARTS B OR H OF IDEA, TO ENSURE THEIR FAMILIES RECEIVE TIMELY, USEFUL INFORMATION AND QUALITY SERVICES [307.11 (a) (1)]

RATIONALE: The first priority for the use of Section 622 funds is to provide direct services to infants and toddlers for whom the state has not mandated services. In Connecticut, Maine, and New Hampshire, services are not mandated for infants and toddlers who are deaf-blind or "at risk" for deaf-blindness under the age of three. It is anticipated that Massachusetts will be in transition towards fifth year entitlement for Public Law 99-457.

The Center will provide training, information, and direct services when not mandated or available, to identified systems and agencies serving infants and toddlers who are deaf-blind. The Center will provide consultation and technical assistance to families, early intervention providers, and service agencies. (Please refer to cross-referenced goal II). In Massachusetts, the Center will focus on increasing local capacity to provide services to the mandated students, and direct services will be provided to non-mandated students in Connecticut, Maine, and New Hampshire.

A. To provide services which will enhance existing state supported resources available to infants and toddlers who are deaf-blind, or are "at risk" for deaf-blindness below the age for which services are mandated under IDEA Part H and B.

CENTER

Please note that due to the unique nature of a multi-state project the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

1. Early Intervention providers in Connecticut, Maine, Massachusetts, and New Hampshire, in collaboration with Center Consultants, will receive direct consultation on issues surrounding deaf-blindness. Direct consultation will be identified and provided based upon technical assistance agreements. (Please refer to **Appendix F**).

2. Early Intervention providers in all states will be invited to attend regional and statewide training activities sponsored by the Multi-state Center. Information acquired from both in-state Consultants for Deaf-Blind and an annual regional and statewide Needs Surveys will identify topics for trainings. (Please refer to **Appendix G**).

3. Technical Assistance plans for Early Intervention providers in each state will be developed in collaboration with Multi-state Center staff. Objectives, activities, time lines, documentation and responsibilities will be clearly delineated for consultants and providers. (Please refer to **Appendix F**).

4. Early Intervention providers in each state will receive the Regional newsletter. Literature regarding exemplary practices and state of the art materials will be made available. Providers will have access to the Center's Library. (Please see dissemination Objective IV B. refer to **Appendix F** for a copy of Newsletter and Catalog).

5. Center staff will respond to providers requests for technical assistance. Technical assistance agreements will be developed between Center consultants and providers, with consideration for content, type and audience. (Please refer to **Appendix F**).

6. Needs survey will be completed by family members, care givers, service providers, professionals, and State Coordinators of Deaf-Blind Services in all states. In-service training and consultation will be provided in the identified areas of need. (Please refer to **Appendix G**).

7. Clinical Low Vision Services will be available to children who present with identified needs, where fiscal resources are unavailable. (See **Appendix A** and Budget for description of service.)

In addition to the afore mentioned Center activities, the activities listed below will be specifically addressed within the individual state.

Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

ACCOMPLISHMENTS - CENTER

1. During this reporting period priority for direct consultative services of New England Center staff has been to infants and young children in the states of Maine and Connecticut. In each of the other individual state projects, provision has been made for the hiring of professional staff, skilled in deaf-blindness. In Connecticut, Karen Olson, educational projects coordinator responsible for orchestrating services for children who are deaf-blind, while providing direct services to infants, she identified twelve children below age three. In Maine Children Development Services (CDS) identified infants "at risk" for deaf blindness and accessed deaf blind specific services through the itinerant vision teachers.

The services of the New England Center Consultants has assisted in the development of appropriate home based and center based activities needed to serve infants who are deaf-blind thereby requiring unique strategies in the areas related to auditory/vision loss and communication /language development by training the itinerant consultants or early intervention teams in observation techniques to use in the development of behavioral objectives for development of an appropriate individual education plan and /or individual family service plans. This will have long term impact upon the process of interdisciplinary, and transdisciplinary evaluation of infants and young children.

In Maine, consultation has been provided by Educational Consulting staff to augment the services usually offered by the Maine state consultant for deaf-blind services, this position was vacant during this period except during the no cost time extension until December 30, 1995.

Consultation summaries will reflect time spent with young children, families and service providing agencies either in home based or center based consultation. During this reporting period, 1,092 consultations and technical assistance activities were accomplished. (See Appendix for individual consultant's summaries.)

Due to the close proximity of the Massachusetts infant program to the New England Center, much advice and coordination is provided to staff of the project on an on-going basis,throughout consultations and supervision and support groups information sharing.

The Coordinating Consultant and each of the Educational Consultants maintain a caseload of children for whom they are the primary contact persons from the New England Center. Each consultant has made contact with the primary providers of early intervention services, and provided information and services upon request.

2. All providers of early intervention services were invited to attend this year's New Staff Workshop held on October 17-19 1995. The agenda was developed by a planning committee and addressed the needs of persons with deaf-blindness across the lifespan. Early Intervention providers from all four states were present and developed child specific action plans to be implemented. Reflected in the consultation summaries are the follow up to the early intervention center to support the interventionist in their abilities to serve infants who are deaf-blind. The interventionist developed the child specific action plan on their interest and/or need and the New England Center consultants completed follow up with three months of the New Staff Workshop.

3. To date there have been New Staff Workshop follow-up technical assistance plans written for individual agencies and specific family/children. There has also been formal contacts made with each provider of services to identified infants region wide. Through individual quarterly state planning meetings the needs of this population was discussed and included in the prioritized for the use of regionally allocated Section 622 funds.

4. During this reporting time all families and service providers to infants and young children on the New England Center's census have received two series of ***"in touch "*** the newsletter of the New England Center for Deaf-Blind Services. This newsletter is develop in collaboration and input from all four states and was published in February 1995, and June 1995. The families and service providers are also aware of, an have access to, the Resource Library of the New England Center.

5. Educational Consultants continue to respond to requests for technical assistance. A list of possible Technical assistance was developed during this reporting time and was given to all agencies serving infants and children on our census, a copy of this can be found in the appendix. Please refer to consultation summary and appendix for specific information.

6. Need surveys were completed by professionals attending the New Staff Workshop and the information was compiled and shared with the four states. The results of the survey directed the topics of the inservices presented by Center staff. Please find the compilation of this survey in the appendix.

7. Currently, clinical low vision services have been purchased by the local educational agency or early intervention providers.

CONNECTICUT

1. Board of Education and Services for the Blind (BESB) in conjunction with the New England Center for Deaf-Blind Services

will hire an Educational Projects Coordinator of Deaf-Blind Services. (Please refer to the Connecticut justification section and **Appendix B**).

2. Preschool/Educational Consultant in conjunction with the Educational Projects Coordinator of Deaf-Blind Services will identify, assess, and develop programmatic recommendations for implementation for infants and toddlers with deaf-blindness.

ACCOMPLISHMENTS - CONNECTICUT

1. In June 1993, after much advocating and collaboration with the Connecticut state system, Karen Olson, M.Ed., accepted the Educational Projects Coordinator for Deaf-Blind Services. Karen's consultation summary and state update in enclosed in the appendix.

2. Since hiring the Educational Projects Coordinator , this objective has been one that has required a lot of attention and planning on formally assess the needs of the people serving infants with deaf-blindness while providing weekly home visits and consultations. Karen Olson in participating in the Birth to Three council and the Comprehensive System of Personnel Development (CSPD) committee and is collecting information as to the needs of the State of Connecticut. Karen collaborated with the Educational Consultants at the Board of Education and Services for the Blind, developed a needs assessment sent out in December 1994. Karen and her planning team are provided a series of workshops, on March 18, 1994, Dr. Mary Morse presented a workshop entitled, "Understanding Cortical blindness and Children with Multiple Disabilities", March 24th Susan DeCaluwe and Lisa Jacobs presented a workshop entitled, "What will I do on Monday?" and Barbara Miles presented a workshop entitled "Creating Conversations with your Deaf Blind Child" in June, 1995. Each workshop in this series had 50 teacher/teachers assistants or more who evaluated the workshops within the excellent range for content, organization and information applicable to their classroom.

MAINE

1. The State Coordinator of Deaf-Blind Services, Karen Shane Cote will provide direct and consultative services to 5 (currently identified children) who are below age five, (state mandated age to receive direct services under state legislation for special education). Efforts will focus upon the development of IFSP and family-centered consultation.
    a. INSITE Training will be arranged in cooperation with Child Development Services for Early Intervention providers serving infants and toddlers with deaf-blindness. (Please refer to **Appendix C & H** for INSITE agenda and support letters).

2. The State Coordinator for Deaf-Blind Services in conjunction with the multi-state Center staff will provide education, training, and evaluation techniques for Public Health nurses responsible for screening infants at risk for deaf-blindness.

ACCOMPLISHMENTS - MAINE

1. Catholic Charities of Maine, through the Division for the Blind and Visually Impaired, is the central agency for the provision of itinerant vision services for children who are birth to age twenty. This agency has been in the process of developing child-find efforts to refer children who were at risk of identification as deaf-blind. The state consultant for deaf-blind services, funded by the New England Center for Deaf-Blind Services which was vacant during this reporting time, except for the no cost time extension, would have worked within state providing services to children birth to five who are not mandated for services under state regulations. This agency has been working toward developing child-find efforts.

1a. The Coordinator for Deaf blind services, a vacant position during this reporting time would have provided the Child Development Service with technical assistance and consultation on the eligibility requirement and unique needs of infants who are deaf-blind. The technical assistance delivered is based on the self-identified needs of the state agency implementing Part H services to the state of Maine. Since these agencies receive information from the New England Center regarding upcoming events, 5 infant providers took advantage of the INSITE one week Summer Institute held at Boston College the week of July 10th 1995.

2. Training, inservicing and information sharing sessions have been held with the Public Health nurses on a few occasions during this reporting time. Through these efforts more infants have been referred to deaf-blind services than before, but after preliminary assessment many of the infants are not found to be deaf-blind. These inservices will continue in collaboration with an Educational Counselor from the Division for the Blind and Visually Impaired in the state of Maine.

MASSACHUSETTS

1. Infant/Preschool Consultants will provide direct and consultative services to 21 infants and toddlers who are deaf-blind or are at risk for deaf-blindness by providing:

   a. review of existing medical/diagnostic information
   b. referrals to the New England Center

c. functional vision assessment
d. functional auditory assessment
e. family/agency consultation
f. child-specific in-service training for family members
g. referral for optometric/clinical vision evaluations
h. active participation in Individual Family Services Planning and Individual Educational Planning meetings
i. facilitation of family involvement in community services, day care, and respite and
j. assistance with the transition from early intervention services to preschool

2. INSITE training will be provided on an annual basis to Early Intervention providers through a cooperative agreement with Boston College, Multihandicapped/Deaf-Blind graduate program, Chestnut Hill, Massachusetts and the Early Intervention Consortium. Please refer to letter of support. **(Appendix H).**

ACCOMPLISHMENTS - MASSACHUSETTS

1. The Infant Project supervised through the Preschool Services Program at Perkins School for the Blind and the New England Center for Deaf-Blind Services continues to provide high quality services to infants and children throughout the state of Massachusetts who are at risk of being identified as deaf-blind. During this reporting period, services have been provided to 21 children who are at risk of being identified as deaf-blind. Three children have received confirmed diagnoses, and are now added to the Massachusetts state census of students who are deaf-blind. Twenty one children who had been previously identified and fall under this age category bringing the identified total up to one hundred seventy two infants, children, and youth.

2. The INSITE training was held on July 10-14, 1995 at Boston College. Nine early intervention providers attended this training and received training in this comprehensive home intervention, family centered model of service delivery.

NEW HAMPSHIRE

1. Deaf-Blind Early Childhood Specialist, New Hampshire Educational Services for Sensory Impaired, Dr. Mary Morse will provide consultation and technical assistance to 22 infants, toddlers, and children with deaf-blindness or at risk for deaf-blindness. Please refer to justification and Key Personnel for further description of Dr. Morse's responsibilities. Dr. Morse will collaborate with the Vision Teachers, MICE and Communication Specialist, NHESSI in the delivery of services to the families and professionals.

2. Vision teachers hired by Multisensory Intervention through Consultation and Education Program (MICE) will provide direct vision services to infants and toddlers with deaf-blindness or at risk of being identified as deaf-blind through home-based intervention.

3. Linda Hanrahan, Communication Specialist for NHESSI will provide training, consultation and support in the area of communication to families and service providers. Please refer to justification and Key Personnel for further description of responsibilities. (Resume can be found in **Appendix E**).

ACCOMPLISHMENTS - NEW HAMPSHIRE

1. Dr. Mary Morse provides consultation and technical assistance to 39 infants, toddlers and children with deaf-blindness. Please refer to her consultation summary as to specific dates, types and times of these 187 contacts of technical assistance.

2. All services are provided through the MICE Program, a specialized early intervention services for students with vision and/or hearing impairments. Consultative services by teachers of the visually impaired have been provided with consultation from the Deaf-Blind Early Childhood Specialist. Each of these services are supported with 307.11 funds. These services are offered in cooperation with the twelve providers of non-categorical early intervention programs statewide. Functional vision assessments have been completed on each of the seventeen children followed as being at risk of deaf-blindness.

3. Linda Hanrahan continues to provide training, consultation and support in the areas of communication to families and service providers.

B. To coordinate activities and direct services under Part H of IDEA, with other service delivery agencies and organizations for infants and toddlers who are deaf/blind. [307.11 (c)(3)].

CENTER

Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

1. The Center will provide technical assistance to potential referral sites for mandated services.

2. The Center will participate in activities coordinated by Part H agencies.

3. The Multi-state Center's Coordinating Consultant will act as Project Director for Pilot Project submitted in conjunction with this Multi-state proposal. If funded the Pilot Project will be replicated throughout the four state region. These activities will be coordinated in cooperation with the Department of Education Preschool Programs.

ACCOMPLISHMENTS - CENTER

1. On October 15, 1994, the regional preschool division of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) joined the New England Center for Deaf-Blind Services in sponsoring a full day workshop focused on the education of infants and toddlers who are sensory impaired. Please refer to appendix for specific technical assistance delivered to potential referral sites. Specialists hired by this project continue to assist more generic diagnosticians hired by Department of Public Health funded early intervention programs to assist in functional vision and hearing assessments of children who are "at risk". Services have been provided to nine such service providers in Massachusetts and many in Connecticut and New Hampshire through positions funded by the New England Center. In addition to providing direct assessments, staff from this program have assisted families and agencies in securing clinical diagnostic services necessary to complete the assessment process.

2. The Coordinating Consultant of the New England Center for Deaf-Blind Services has been an active participant on the Low Incidence Committee and the Program Planning Subcommittee of the Massachusetts Early Intervention Consortium. These committees make recommendations to the Interagency Coordinating Council with respect to policy and regulations governing the provision and financial support of services to children with low incidence disabilities under the Massachusetts state plan for Part H funding. These committees met on eleven occasions during this reporting period.

3. The coordinating consultant is the Project Director for the Pilot Project. Please refer to the attached objectives and plan of action as coordinated in cooperation with the Department of Education . Also attached is a final report on the pilot projects objectives and guidelines.

In addition to the above mentioned Center activities, the activities listed below will be specifically addressed within the individual state.

CONNECTICUT

1. State Coordinator of Deaf-Blind Services will participate in CT Department of Education, "Birth to Three Council", representing the needs of infants and toddlers with deaf-blindness.

ACCOMPLISHMENTS - CONNECTICUT

1.The Director of BESB, Mr. George Precourt, and Chief of Children's Services, Mr. William Dessin, are chartered members of the CT Department of Education, "Birth to Three Council" , due to their busy schedules, they have asked Karen Olson to attend these meetings and continue to represent the needs of children who are deaf-blind during this reporting period. There have been monthly meetings of the "Birth to Three" council and Karen has a wonderful working relationship with the chairperson of the committee, Margaret Holmberg.

MAINE

1. Director of The Division for the Blind and Visually Impaired (DBVI), Bud Lewis will participate in the ME Department of Education, Interagency Coordinating Council.

ACCOMPLISHMENTS - MAINE

1. The Director of the Division for the Blind and Visually Impaired, Bud Lewis participated in the ME Department of Education, Interagency Coordinating Council and has shared the meeting minutes with the New England Center through in state planning meetings.

MASSACHUSETTS

1. A representative from the Massachusetts Project and Multi-state Center staff will advocate for inclusion of specialized low incidence services in the Part H Planning Process.

2. If funded, the Pilot Project (CFDA 84.025A) will provide technical assistance to school districts coordinating transition of preschool age children with deaf-blindness to least restrictive environments.

ACCOMPLISHMENTS - MASSACHUSETTS

1. The Coordinating Consultant of the New England Center for Deaf-Blind Services has been an active participant on the Low Incidence Committee and

the Program Planning Subcommittee of the Massachusetts Early Intervention Consortium. These committees make recommendations to the Interagency Coordinating Council with respect to policy and regulations governing the provision and financial support of services to children with low incidence disabilities under the Massachusetts state plan for Part H funding. These committees met on eleven occasions during this reporting period, developing a low incidence state survey and low incidence brochures.

2. The Pilot Project was awarded and began February 1, 1993. A final report for that project is attached.

NEW HAMPSHIRE

1. Multisensory Intervention through Consultation and Education Program (MICE) Director, Jan Halley will attend Interagency Coordinating Council meetings, participate in the IFSP training committee, and act as a liaison to the Part H lead agency.

ACCOMPLISHMENTS - NEW HAMPSHIRE

1. MICE director, Jan Halley continues to attend interagency Coordinating Council meeting and is an integral part of the training workshops provided to the early intervention providers across the state, the trainings provided have been on IFSP development and implementation. Jan plays a particularly important role in the inclusion of infants with deaf-blindness as New Hampshire develops regional area offices.

II. TO PROVIDE TECHNICAL ASSISTANCE AND CONSULTATION TO FOUR STATES BASED ON THEIR IDENTIFIED NEEDS AND STANDARD OF SERVICES.

RATIONALE: The Individuals with Disabilities Education Act, 1990 (IDEA) Part C, Section 622 specifically identifies infants, toddlers, children and youth with deaf-blindness as requiring early identification and intervention, educational, transitional, vocational, and related service. Technical Assistance and Consultation will provide the inservice and training needs, the promotion of innovative approaches, the facilitation of family involvement and consultation to professionals within the integration model. Implementation activities will vary due to the unique needs of each state. The needs of the states will be determined through completion of an annual needs survey and ongoing review with instate advisory boards.

A. To provide Transitional Services to 55 young adults with deaf-blindness as they leave educational services and enter the adult system.

CENTER

Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

1. The Center's Educational/Transitional Consultant will participate in Individual Transition Plan meeting for students who are departing from educational services. Through this participation advocacy for the development of goals related to these priorities will be provided.

2. The Educational/Transitional Consultant will offer on-site consultation and workshops for school personnel in the areas of: supported work, preparation for community living, age-appropriate functional skill training, medical services statewide, and community-based instruction with emphasis on communication . These needs demand our attention due to the unique nature of deaf-blindness.

3. The Center will offer assistance in the development of training videos for each of the 55 transitioning students with deaf-blindness. The videos will focus on the strengths of the individual's communication style and demonstrate behavioral intervention techniques and strategies unique to the individual student, which can be used to prepare adult service vendors to better meet the needs of their students.

4. The Center's Educational/Transitional Consultant will develop specific Technical Assistance Agreements with adult service providers, based on their responses to the Professional Needs Survey .

5. Provide informational meetings and open discussion about the transitional process and various adult service options to families, professionals, and service providers.

6. Educational/Transitional Consultant will share information with appropriate state agencies serving individuals with disabilities (each state refers to their respective state department of Mental Retardation, Rehabilitation and Deafness with different acronyms). Please refer to the Justification for individual state's systems of adult service delivery.

7. Educational/Transitional Consultant will collaborate with Helen Keller National Center-TAC Project and the New England Regional representative for Helen Keller National Center to provide innovative assistance and mentoring to families and individuals transitioning to adult services.

ACCOMPLISHMENTS - CENTER

1. The Educational/Transitional Consultant, Mara Evans who specializes in services to students who are of transition age has participated in five Individual Transition meetings in those states where they are currently mandated (Massachusetts and Connecticut). Mara played a key role in identifying transition goals with focus on what was needed due to the person's vision and hearing loss, itemization of these activities are contained in consultation summaries and individual state reports.

2. Approximately 75% of consultant time has been spent working at providing consultation to service providers, agencies and families. On-site consultation and training summaries, completed during this reporting time can be found in the appendix.

3. All the teams around the person transitioning were provided with information and assistance on developing a videotape focusing on the strengths of the individual who is deaf-blind. Teams have been provided with a variety of strategies to aide in the transition of the person who is deaf blind.

4. Based on the Professional Needs Assessment completed the spring of 94, and the child specific action planes completed by the participants of the New Staff Workshop, Mara Evans, Transitional Consultant, provided 48 on-site consultations during this reporting period.

5. The Educational/Transitional consultant provided ongoing informational meetings and open discussions regarding adult service options with families, professionals, and service providers through many different forums; advisory board meetings, IEP/ITP meetings, parent meetings, team meetings and phone consultations.

6. The Educational/Transitional consultant shares information and creatively problem solves with appropriate agencies through instate planning meetings meetings held quarterly in each state during this reporting period.

7. The Educational Center staff continue to work collaboratively with Helen Keller National Center-TAC project and the HKNC New England Representative, Mary Ellen Barbiasz in providing technical assistance in best practices in the area of deaf-blindness. The New Staff workshop was held in October 1994 through collaboration with HKNC-TAC. Twenty-five adult service providers were in attendance for the three day training addressing communication issues pertaining to the unique needs of individuals with deaf-blindness across the lifespan.

In addition to the above mentioned Center's activities, the activities listed below will be specifically addressed within the individual state.

CONNECTICUT

1. In collaboration with the BESB,Educational Projects Coordinator of Deaf-Blind Services, Karen Olson and the Educational/Transitional Consultant will provide on-going consultation with programs serving 11 identified young adults. The focus of this consultation will be toward the establishment of communication based, functional, community based program.

2. One young adult will be leaving education and entering adult services during the 1992-93 program year, four additional young adults will be leaving educational programs during the duration of this grant. The New England Center will collaborate on consultation to these programs by offering assistance in the area of transition, emphasizing communication skill development and functional programming to meet the unique needs of individuals with deaf-blindness.

3. The Educational Projects Coordinator of Deaf-Blind Services, Board of Education,Services for the Blind (to be hired) in conjunction with Educational/Transitional Consultant will participate in Deaf-Blind Review Team meetings, held quarterly, exploring funding options for transitioning age students. (Please refer to the Justification for description of the Review Team.)

ACCOMPLISHMENTS - CONNECTICUT

1. Educational Projects Coordinator, Karen Olson and Mara Evans have met monthly to discuss planning for the eight students who are transition age in Connecticut. In addition to meeting, Karen and Mara have had many phone consultations and are currently developing a series of inservices which may include transitional issues. On a few different occasions Barbara Miles, Communication Specialist, offered intensive consultation services while the two young men were transitioning to different living and working environments.

2. The Educational/Transitional Consultant continues to collaborate with the Educational Projects Coordinator and the itinerant vision teacher at BESB to coordinate consultations and offer technical assistance. In Connecticut, transition services are being provided on an as needed basis and Mara Evans consultation summary. The consultation summary can be found in the appendix, this will reflect actual visits to programs in Connecticut but does not include the phone consultations that happen weekly if not more around enhancing services to students. Eight students who are above the age of fifteen (the state mandated age to begin the inclusion of goals specifically addressing transitional issues) are served by the New England Center.

3. The Educational/Transitional Consultant participates in the quarterly Deaf-Blind Review Team meetings. Discussions at those meetings explore home and work options for the students transitioning from school to adult life. During this reporting time, four meetings were held in Connecticut.

MAINE

1. Provide consultation to schools, families, and adult service providers who serve deaf-blind students during their transition years. This includes two young adults from Maine, who are currently residing in a state institution, with plans being made to transition both of them to a least restrictive home and vocational setting.

ACCOMPLISHMENTS - MAINE

1. Mara Evans provided consultation to schools, families and the Division for the Blind and Visually Impaired Education Counselors in the area of transition through telephone consultation and on site meetings as deemed necessary by the Program coordinator and vision itinerant teachers. During this reporting time, Mara participated in co-facilitating a personal futures planning meeting for a young woman who's community in rural Maine is trying to support her and her family. This young woman who is deaf-blind due to a brain tumor requires

support by her team and community to be included in and educational program at her community school, the personal futures planning helped to solidify how her community can help.

MASSACHUSETTS

1. Educational/Transitional Consultant will provide information about medical services statewide that are experienced in serving young adults with deaf-blindness.
2. On-site consultation will be provided to each program serving the 33 adolescents with deaf-blindness ages 16 - 22 years.
3. Participation in the IEP meetings of the thirty-three students ranging in age from 16 to 22 year of age to assist in development of programs focused on the acquisition of skills necessary for entry into the least restrictive living and work environments as adults.
4. Coordinate and transfer information to the Deaf-Blind Unit at Massachusetts Commission for the Blind.
5. Educational/Transitional Consultant will participate in Chapter 688 Citizen Advisory Board and Interagency Association for Placement Professionals (IAPP) meetings.

ACCOMPLISHMENTS- MASSACHUSETTS

1. Of the thirty-five Massachusetts students above the age of sixteen, two of these individuals were of transition age and aged out of their school programs. Consultations (see consultative summary) were available to all educational programs on an as needed basis serving these thirty-five students. students transitioning, received consultation services from the New England Center and the consultant was in attendance at the Individualized Transitional Plan meeting. Collaboration and consultation with Massachusetts Commission for the Blind staff was done on a regular basis to assure appropriate day programming, residential options and advocacy for families and students.

2. Educational/Transitional Consultant will continue to participate in IEP meetings on each of the thirty-five 16 - 22 year old to assist in development of programs focused on the acquisition of skills necessary for entry into the least restrictive living and work environments as adults.

3. Educational/Transitional Consultant will continue coordinating and transferring information to the Deaf-Blind Unit at Massachusetts Commission for the Blind.

4. Mara Evans attended one "Turning 22" Citizen Advisory Board meetings before the group disbanded and attended one Interagency Association for Placement Professionals meetings where she advocated for the inclusion of information regarding persons with deaf-blindness and collaborated with people who provide supported and independent work options for people with disabilities.

NEW HAMPSHIRE

1. Provide on-site consultation and technical assistance to six young adults with deaf-blindness and their families.

Reader: Please note that due to the unique nature of a multistate project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected. Objective B is designed to meet the needs of young adults in Connecticut, Maine and New Hampshire who are 21 years of age and do not have mandated services available to them under Special Education. Massachusetts Law Chapter 766 mandates special education services to students through their 22nd birthday.

ACCOMPLISHMENTS - NEW HAMPSHIRE

1. Based on the common needs of the teams working with the six individuals who are deaf-blind, a two day workshop was held in June of 1993, in Merrimack, New Hampshire in collaboration with New Hampshire Educational Services for Sensory Impaired , Educational

Development Associates, Helen Keller National Center-TAC, and TRACES. This was a very successful collaboration, the presenters Carole Gothelf and Dan Crimmins presented practical strategies for the teams to use when planning the transition with the person who is deaf-blind. Participants who were in attendance were as follows: consumers, family members, teachers, paraprofessional and state agencies serving folks who are deaf-blind. During this past year long range follow up was provided by Betsy McGinnity, Transition Specialist to all six teams, progress seems to be consistent and aiding the transition of these students.

B. To provide consultative services to four young adults who are above the age for which services are mandated under state special education mandates or Part B of IDEA.

CENTER

1. The Center's Educational/Transitional Consultant will attend the Individual Transition Plan meeting for students who are departing from educational services. In this process advocacy for the development of goals related to these priorities will be provided.

2. The Educational/Transitional Consultant will offer on-site consultation and workshops for school personnel in the areas of: supported work, preparation for community living, age-appropriate functional skill training and community-based instruction.

3. The Center will offer assistance in the development of training videos for each of the four transitioning students with deaf-blindness. The videos will focus on the strengths of the individual's communication style and demonstrate behavioral intervention techniques and strategies unique to the individual student, which can be used to prepare adult service providers (vendors).

4. The Center's Educational/Transitional Consultant will develop specific Technical Assistance Agreements with adult service providers (vendors), based on their responses to the Professional Needs Survey **(Appendix F)**.

5. Provide informational meetings and open discussion about the transitional process and various adult service options to families, professionals, and service providers.

6. Educational/Transitional Consultant will share information with appropriate state agencies serving individuals with disabilities (each state refers to their respective state department of Mental Retardation, Rehabilitation and Deafness with different acronyms).

7. Educational/Transitional Consultant will collaborate with Helen Keller National Center-TAC Project and the New England Regional representative for Helen Keller National Center to provide innovative assistance and mentoring to families and individuals transitioning to adult services.

8. In cases where the student is to be within a school system (awaiting adult placement), all providers will receive direct consultation from Center staff, written information and literature from the Center, and full participation in all the Center's technical assistance activities for the school-aged population.

ACCOMPLISHMENTS - CENTER

1. An Educational Consultant provides on-going consultations to schools families, and adult service providers on behalf of young adults who will be transitioning from education to adult services. Attendance at all team planning meetings, in collaboration with the regional representative of the Helen Keller National Center, in-service and training sessions all aid in the success of a smooth transition.

2. Mara Evans has provided consultation to various educational programs as well as adult services programs regarding the needs of the the specific deaf-blind young adults who they serve. Please refer to the consultation summary found in the appendix.

3. Consultation from the New England Center continue to support educational program staff to complete training videotapes of students to focus on communication modes, work preferences, and self-help skills. Video tape protocols as well as other tools were developed and provided to each program serving these young adults further assistance is provided upon request.

4. As young adults with deaf-blindness transition into adult service programs, technical assistance agreements are developed, based on needs identified in Professional Needs Survey , student specific action plans and needs identified by the family. It is essential that this process stays respectful, reflective and responsive to the changes in the individuals' life.

5. Consultation from the New England Center for Deaf-Blind Services to families, teachers, and service providers, regarding the transition process, and living and work options for young adults with deaf-blindness will continue to be available to the above mentioned groups on an on-going basis. Mara Evans in collaboration with Carol Leonesio,NEC's project secretary compiled a Transition Handbook , that is available to service providers and families. Feedback from the people who have accessed this handbook has been favorable and has been said to be, "a good tool to provide to all teams transitioning a student".

6. Regularly scheduled Advisory meetings and/or phone consultations are held to; review cases, identify needs and develop plans according to the individual's needs. In several states, some students will benefit from an interagency agreement, which serves to meet the unique needs of persons with deaf-blindness in a collaborative way.

7. Information between HKNC-TAC project and NEC continues to be exchanged on a regular basis. During this reporting time, HKNC sent information regarding proposals for assistance with Transition teams. New England Center forwarded all information and followed up with key personnel in each state, as well as with specific teams dealing with transition of young adults with deaf-blindness. HKNC-TAC has accepted the proposal to work collaboratively with the Massachusetts Commission for the Blind and New England Center to develop a informational meeting and training for vendors who may be interested in working with adults who are deaf blind. Another collaborative effort between New England Center and Helen Keller National Center occurred in the Fall, 1994 with the New Staff Workshop. Twenty personnel who provide programs to young adults with deaf-blindness from various parts of the region attended this three day training session. New England Center staff continue to use the personal futures planning in their work with families who have children who are deaf-blind. Initial training was received through HKNC-TAC in 1991.

8. This is an ongoing effort. Please see consultant summary for specific program contacts. All educational programs continue to receive New England Center information and training/workshop announcements while young adult with deaf-blindness is attending their school.

In addition to the above mentioned Center's activities, the activities listed below will be specifically addressed within the individual state.

CONNECTICUT

1. Four students who will turn twenty two during the 1994-95 grant year and will receive consultative services by in-state transitional consultant with assistance from the New England Center for Deaf-Blind Services in their projected placement.

2. Consultants will explore innovative long range options for young adults who are above the age for which services are mandated. In conjunction with the Connecticut Deaf-Blind Review Team and Deaf-Blind Advisory Committee a comprehensive plan will be developed for maximum inclusion of these young adults in the community.

ACCOMPLISHMENTS - CONNECTICUT

1. Due to leadership and the proactive planning of New England Center's Coordinating Consultant, these two students' adult options have been

established within a community in Connecticut. Transition is an ongoing process and these two young men are still in the midst of it. Ongoing team meetings is an essential part of what makes this process work.

2. These efforts are ongoing. See Objective #1 (above) for example of community inclusion of young adults with deaf-blindness. Objective #1 reflects the components of a comprehensive plan and decision making model. Transitional Consultant , Mara Evans consults with families and agencies, creatively problem solving long range residential and vocational options.

MAINE

1. Maine's Deaf Blind Coordinator in cooperation with the Center's Educational/Transitional Consultant will provide consultation to four young adults who are currently residing in a state institution, with plans being made to transition both of them to a less restrictive home and vocational option.

ACCOMPLISHMENTS - MAINE

1. During this reporting period three of these four young people have aged out of services that can be provided to them and their guardians. Unfortunately, due to the complexity of their needs and the status of services in the state of Maine, their transition still continues into this grant year.

NEW HAMPSHIRE

1. NHESSI's Vision Itinerant Teacher in conjunction with the Center's Educational/Transitional Consultant will provide consultation services to three young adults during the 1994-95 school and grant year.

ACCOMPLISHMENTS - NEW HAMPSHIRE

1. NHESSI's vision itinerant teacher position was vacant for most of this fiscal year. NHESSI's deaf blind team accessed specific telephone consultation and technical assistance to help these three young adults transition.

C. To offer consultation and training to professional and para- professional, in all educational settings, which will enhance their ability to understand and meet the unique needs of infants, toddlers, children, and youth with deaf blindness. (This includes providers of Part B and H and not otherwise mandated providers infants, toddlers, children, and youth with deaf-blindness).

Reader: Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

CENTER

1. Center staff will work with identified consultant or state coordinator of deaf-blind services of each state, and as requested will: 1) attend IEP meetings, 2) provide routine consultation for educational program staff, 3) coordinate and support technical assistance offered by specialized consultants to meet mutually identified needs, 4) provide staff and parent training activities. Please refer to Quality of Service.

2. The Center and individual state representatives will develop and maintain relationships with specialized consultants who will meet the specific identified needs through technical assistance/consultation agreements developed by Center Staff and recipient of services. Coordination and delivery of this specialized consultation will be in accordance with the guidelines outlined in Quality of Service.

3. The Center staff will offer on-site, statewide and regional training activities, topics of training will be determined through the needs survey process and technical assistance requests, please refer to flow chart in the Center's appendix.

4. Staff of each of the 215 participating agencies will be invited to participate in the New Staff Workshop, a three day training for new staff working with individuals with deaf-blindness in the four state region participants receive an overview of successful, state of the art techniques and programmatic considerations (see attached sample agenda from previous workshop).

5. Center staff will offer on-site consultation to programs in all four states upon request.

6. Center staff, in coordination with each state, will distribute a Needs Survey to assess the statewide priorities for training in each state.

7. Center staff will collaborate with each state to coordinate and develop specialized agency-specific consultation. Each state is unique in their structure and service delivery. The New England Center respects each state's process for identification and prioritization of needs and request for training and/or consultation as provided by in-state planning teams. Please refer to the following table of each state's agency and planning team members. The New England Center interacts with these groups to process training and consultation requests.

STATE	REFERRAL AGENCY	IN-STATE PLANNING TEAM
CONNECTICUT	Board Of Education Services. for the Blind	Educational Projects Coordinator. Ed. Consultant
MAINE	Division for the Blind Diocesan Human Services.	DBVI Director Educational Coordinators Itinerant Vision Teachers Deaf-Blind Coordinator
MASSACHUSETTS	Vision Resource Library	Infant/Preschool Consultant NEC Staff Vision Itinerant Teachers
NEW HAMPSHIRE	NHESSI MICE EDA	Early Childhood Specialist Vision Itinerant Teachers Communication Specialist Hearing

ACCOMPLISHMENTS - CENTER

1. Since October 1, 1994, New England Center staff has provided technical assistance and/or consultation 1,092 different opportunities in all four states. Many different types of technical assistance is reflected in this number. In many instances, Center staff provided support to the team or IEP process, provided routine consultation for educational programs in the area of communication, vision, hearing, teaming, transition, coordinated and supported technical assistance requests. For more specific information, please refer to the consultation summary in appendix.

2. Center staff continue to develop and maintain relationship with key personnel in each state through instate planning meeting, co-sponsoring inservices, phone contact, brainstorming, creative problem solving and sharing of resources. In all four states, the Center was asked to describe the 307.11 project and survey state agency personnel on their identified needs and interest in the area of deaf blindness.

3. During the New Staff workshop co-sponsored by HKNC-TAC and New England Center in October 1994, a needs survey was completed by all 120 participants that allowed the participants to rate their inservice topic needs. The Center staff will collaborate with each state to provide on-site, statewide and regional training activities. Please find the needs survey in the appendix.

4. In October 1993, a three day training was provided to 120 regular education teachers, specials education teachers, professionals, paraprofessionals and special education administrators. The focus of the New Staff Workshop was communication across the life span. Since Helen Keller National Center-TAC project co-sponsored the event, twenty adult service providers shared their experience and receive training in age appropriate strategies. Early Intervention providers and school age personnel were all in attendance.

5. Many requests continue to come in from the collaborative partners in place in each state. Since October 1994, there have been 1,092 on-site consultations to infants, children and youth who are deaf-blind throughout the four states. These on site consultations offer assistance in inclusion, communication skill development, teaming, developing communicative rich environments and functional vision and hearing use.

6. A needs survey was sent to all participating programs in the Spring 1992, this information was used to develop technical assistance plans and in the development of the New Staff Workshop. During the New Staff Workshop, a survey was completed by 120 participants which asked them to rate inservices by topics. All surveys are shared with each in-state teams and used to develop instate trainings. New Hampshire, distributes and compiles a needs survey with different types of questions and shares the information with the Center on a yearly basis. Connecticut sent out a needs survey to all professionals receiving services from the New England Center and based on the findings a series of four workshops were developed and action plans were followed through by the BESB educational consultants.

7. During this reporting time Center staff have collaborated with each state through instate planning meetings, phone/on site consultations. The New

England Center respects each state's process for identification and prioritization of needs for their respective states. In Maine, we are coordinating agency-specific consultations based on the needs identified by the instate advisory committee and the DBVI's director. Since the Center is located in Massachusetts, collaboration exists on all levels of service delivery. Instate meeting and support groups help to coordinate agency specific consultations. Instate meetings, phone, on-site consultations all contribute to the delivery of technical assistance to agencies serving infants and children with deaf-blindness. Please refer to consultation summaries in the appendix for specific information on agency specific consultations.

NEW HAMPSHIRE

1. The Early Childhood Specialist has held quarterly meetings of the Peer and Share group. The agenda of these meetings will be developed and facilitated by the Early Childhood Specialist, Dr. Mary Morse and other adjunct speakers. The teachers attending the peer and share group will be encouraged to share and support each other via phone contact when the group is not meeting, thereby increasing peer support and teacher networking. This group is run by the teachers and for the teachers, Dr. Morse facilitates. The Communication Specialist and Early Childhood Specialist have had 232 opportunities to provide consultation to individual programs serving infant and children with deaf-blindness, during this reporting time.

III. TO PROVIDE SUPPORT AND INFORMATION NECESSARY TO ENABLE EACH FAMILY TO MAKE CHOICES AND EXAMINE OPTIONS RELATED TO DEVELOPMENT OF DELIVERY OF SERVICES FOR THEIR FAMILY MEMBERS WITH DEAF-BLINDNESS.

RATIONALE: The authorizing statute 34 CFR 307.11 (a) (2) (v) supports the provision of consultative and counseling services for professionals, paraprofessionals, parents (families) and others who play a direct role in the lives of children with deaf-blindness, to enable them to understand the special problems of those children, and to assist in the provision of appropriate services to those children and promoting integration of children with deaf-blindness with children with other disabilities and without disabilities. (See Goal I for services available to families of young children).

A. To provide consultation, counseling, and training services to 316 families of infants, toddlers, children and youth with deaf-blindness.

CENTER

Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

1. Center staff will provide case specific consultation to families in all four states, including but not limited to advocacy and IEP development.

2. Center staff will compile the results of an annual regional and statewide family needs survey. Information gathered from the survey, evaluations from the Family Weekend, and collaboration with regional and state parent representatives identified for Center projects, will assist Center Staff in planning and designing regional parent group meetings statewide parent network activities, and in-state training activities.

3. Three hundred and fifteen families will be invited to participate in the annual New England Center sponsored Family Weekends.

4. Assistive Technology Specialist, Alex Truesdell will provide consultation and technical assistance to families in each state regarding child-specific plans for adaptive equipment materials and activities.

5. New England Center's Family Services Consultant will assist in case reviews as needed, particularly when a social worker's perspective is needed.

6. The Resource Library of the New England Center for Deaf-Blind Services will maintain an updated section devoted to family services. Families from each state, will be made aware of new acquisitions through the Multi-state newsletter entitled "IN TOUCH". (See sample of "In Touch" in **Appendix**).

7. Families' technical assistance needs will be identified via the needs survey process.

8. Two existing parent networks in Connecticut and Massachusetts will be strengthened and broadened by the technical assistance of Multi-state Center staff.

9. Parents will participate as members of in-state advisory committees for deaf-blind services in all four states.

10. Three hundred and fifteen families will receive and be encouraged to contribute to the newsletter sponsored by the New England Center for Deaf-Blind Services, entitled "IN TOUCH".

11. Educational Consultant and Infant/Preschool Consultants will provide consultation to families in the area of transition for infants, toddlers, children and youth to a least restrictive setting.

12. The New England Center will maintain active involvement with the Connecticut Parent Group and Massachusetts Coalition of Parents for Deaf/Blind and Multihandicapped and will support state efforts to develop and maintain a parent's group in New Hampshire and Maine, through assisting in coordinating training activities, and advisement of important pending state legislation which will impact on services for their children.

13. Written information from NICHY the National Clearinghouse on deaf-blindness will be available to families in all four states through the Center.

In addition to the above mentioned Center activities, the activities listed below will be specifically addressed within the individual state.

ACCOMPLISHMENTS - CENTER

1. Center Staff worked directly with families to provide case specific consultation and guidance with regard to issues of educational and social services matters. Much of the time is well spent connecting families with instate networks of support. These are reflected in the consultation summaries which can be found in the appendix.

2. A Family Focus Group of eight families in the four states was held in collaboration with DB Link in New Hampshire, in August of 1993. These families shared intimate details of their families, child's development and life and are compiled and shared with other families through DBLink. A Family Weekend was held November, 1994, in Falmouth, Massachusetts. The event was entitled" Ride the Crest" **C**reative,**R**elaxing, **E**ducational, **S**timulating,**T**raining. Through group consensus the event was planned using the information taken from the family needs survey and feedback from the families on the planning team. Family Weekends have become very popular and a much needed event, because of this high interest it is also a very expensive event, thus we have decided to have one every other year. This Family Weekend was exciting and full of opportunities to learn, socialize and network. Children participated in a variety of activities and teens produced a videotape of the event. Over 50 families attended this fun event!

3. On November 5 and 6, 1994, the New England Center sponsored a Family Weekend in Falmouth, MA, easily accessible to all four states. Over 50 families attended this workshop entitled "Ride the Crest". Child care and fun, recreational activities were planned for all the children. An evening workshop was provided for single parents and gave this group a time to process the unique needs of parents who are the primary care giver in their families. The New England Center staff provided individual workshops for the families while their children had fun at the resort.

4. Alex Truesdell continues to provide consultation and technical assistance to families in each state. Alex empowers and instructs each family individually through hands on experience in adaptation and accessibility of school and home environments. Please refer to Alex's specific consultation summary.

5. Ellen Lang, (Social worker and master prepared teacher of the deaf-blind) New England Center's Family Service Consultant, assisted in case reviews during several of our DB Support Group meeting held every other month. Consultants are able to creatively problem solving and transfer techniques in their work outside of the group. Case review has provided insight to the

consultants on family issues ,concerns, and multicultural issues Problem solving around effective and sensitive strategies useful in working with families have been discussed. Ellen has provided technical assistance to a few families directly, these families have typically needed referral to other mental health providers.

6. The Resource Library continues to devote a section of the library to family services. During this reporting period, the New England Center received 62 requests from families inquiring about books, articles and /or videotapes. All families registered with the New England Center for Deaf-Blind Services receives a copy of the biannual newsletter entitled "In Touch". Families in all four states are encouraged to enter articles, poems, news or information for other parents and professionals to read. Please find a copy of the most recent newsletter.

7. As stated in objective #2, a family needs survey was completed in the spring of 1992 and at the Family Weekend, 1994, Information from both of those needs survey continue to drive our technical assistance plans. Please find the consultation summaries of each funded staff member in the appendix.

8. Parent networking continues to be a focus supported by the New England Center. The New England Center continues to actively assist the Massachusetts Coalition for Parents of Deaf/Blind and Multihandicapped Children by sponsoring an all parent meeting in October 1994 with a guest speaker,Ellen Lang, MSW who provided the parents with an opportunity to share way to get support and services that are needed for your child. Another all parent meeting was held in September, 1995 with a guest speaker of Steve Perrault who discussed ways to access the Commission for the Blind to get the services your child needs. Also, the Center arranges for informational presentations at these meetings. In January 1995, New England Center organized a group of interested parents who later became known as the steering committee for the newly named parent group, called the Massachusetts Association of Deaf Blind Families. This newly named group met 10 times during this reporting time and are well on their way to offer other parents support and a forum to discuss their concerns.

The Connecticut Deaf Blind Families United Network Inc. met on several occasion during this reporting time. They have come together to become more informed about deaf blindness, learn strategies to enhance the parent-educator bond, plan for our children's future, share efforts in educating the community, and lobby for their children. Their board is composed of parents and professional advisors, representing children ages infancy to 20 years old. On

Sunday, May 21 the parents met at Camp Hemlocks to share a picnic lunch. Supervision was provided for the younger children, which gave the parents time to chat and enjoy sharing their experiences. All four states have been encouraged to invite parents to attend the in-state advisory committee meeting held quarterly in each state. During this reporting period each state held quarterly meetings with families, consumers,agencies ,and educators present.

10. All 315 families in all four states are encouraged to enter articles, poems, news or information for other parents and professionals to read. This newsletter

was sent in March 1995. State Bulletins were sent in January and May 1995 to all state agencies collaborating with the New England Center. Please find a copy of the most recent newsletter in the Appendix.

11. Educational Consultants and Infant/Preschool Consultants provide consultation to families in the area of transition. Consultants may use the Transition checklist developed by Karen Olson, Infant/preschool consultant to aid in the families involvement and organization of the key people in the life of the child who is deaf-blind. Due the child centered nature of this grant and the willingness for the teams served to have a professional with deaf-blind perspective on their teams, this objective is an on-going and ever changing and individual to the child at hand.

12. The New England Center continues to actively assist the Massachusetts Coalition for Parents of Deaf/Blind and Multihandicapped Children by sponsoring an all parent meeting in October 1994 with a guest speaker,Ellen Lang, MSW who provided the parents with an opportunity to share way to get support and services that are needed for your child. Another all parent meeting was held in September, 1995 with a guest speaker of Steve Perrault who discussed ways to access the Commission for the Blind to get the services your child needs. The Connecticut parent group met on four occasions, please refer to objective #8 above for more specifics.

13. Parents receive information on the present written materials the New England Center has received from NICHY, DB Link and New England Center's "fact sheets" publications. DB Link was announced in our newsletters and brochures are available to all parents. Since the New England Center for Deaf Blind Services is located at Perkins School for the Blind and Perkins is our sponsoring agency and also a member of the DB Link consortium, information is readily accessible to the families we serve.

CONNECTICUT

1. Families with children having Usher's Syndrome will be invited to participate in a Family/Professional Training Weekend. Please see Justification and Extent of Need regarding three students recently diagnosed with Usher's and to be registered with the New England Center.
2. All families of children ages birth to three (identified or at risk for deaf-blindness) will receive direct in-home training under a plan mutually developed by Preschool Consultants from BESB, and the American School for the Deaf, Parent Child Counseling program.

ACCOMPLISHMENTS - CONNECTICUT

1. A workshop for families who have children with Usher's Syndrome was held in May, 1993. A needs survey was sent to all nine families to determine the specific questions families and consumers have regarding Usher's syndrome. The day began with a panel of consumers with Usher I and Usher II with time for questions and answers, the afternoon session was divided up to give parents time to talk to other parents and students to talk with the other consumers regarding specific issues or concerns common to folks who have Usher syndrome. Feedback from the workshop was very positive and many of these families continue to contact each other for support and information sharing. Part II meeting was planned for the reporting time, but due to lack of interest and time constraints, this activity was not accomplished.

2. Currently,eighteen infants are receiving consultation at home from the Educational Projects Coordinator, Karen Olson. There are two more infants "at risk" and plans are to register them with the New England Center and provide direct services to their families around the infant's vision and hearing loss. Connecticut's plan is for Part H services to become an entitlement, meeting between these three groups are planned for the spring to ensure continuity of services to infants who are in the low incidence population.

MAINE

1. State Consultant for Deaf-Blind Services will attend Pupil Evaluation Team Meetings (PET) on each of the 20 identified deaf-blind children in the state. This will assist family members in advocating for appropriate educational services in the least restrictive environment.

2. Families will be invited to attend training activities jointly sponsored by the Division for the Blind and Visually Impaired and the New England Center for Deaf-Blind Services.

ACCOMPLISHMENTS - MAINE

1. The State consultant position was vacant for most of this grant year, except for the time during September 1995 through December 1995. Using no cost time extension funding, Charlotte Cushman was hired to attend all the Pupil Evaluation Team meeting of the 25 identified children during that period of time. She assisted the families in understanding their child's educational program and encouraging family involvement. Please review Charlotte's consultation summary.

2. Families are invited and encouraged to attend trainings activities jointly sponsored, such as the EDNET teleconference held in January 1993 and June 1994 on Assistive technology and a family meeting to discuss specific eye conditions with an ophthalmologist.

MASSACHUSETTS

1. The New England Center will provide individual case consultation to families.
2. Educational Consultants will address Parent Advisory Councils (PAC) on the unique needs of individuals with deaf-blindness and empowering family members.
3. Bilingual (Spanish) consultation services are available for Spanish-speaking families. The Spanish speaking consultant may be utilized in the other states on an as needed basis.

ACCOMPLISHMENTS - MASSACHUSETTS

1. As needed the The New England Center staff provides individual case consultation to families through phone consult, site or home visits at time convenient to the families.

2. This activity continues to be an ongoing need, due to the reorganization of the Department of Education and educational reform. Our hopes are to make contacts with the Parent Advisory Council, (PAC) and will continue to be

addressed by the New England Center for Deaf Blind Services in the Spring of 1995. Contacts has been made with many PACs, more time is needed in organizing these events.

3. Due to the Center's close proximity to many cities and the high numbers of Spanish speaking families it is essential to have services from our bilingual consultant , Aida Savas, provides assistance in advocating for the needs of these children. (Aida's Consultation Summary can be found in the appendix).

NEW HAMPSHIRE

1. NHESSI/MICE Consultants will invite parents to participate in a Regional Parent Group providing information and support.
2. In-state advisory committee will develop a catalog of statewide resources to be disseminated to all families in New Hampshire.

ACCOMPLISHMENTS - NEW HAMPSHIRE

1. NHESSI/MICE consultants continue to provide information and support regarding the issues unique to deaf-blindness to the Parent Groups across the state as requested.

2. New Hampshire key personnel continue to develop statewide resources to be disseminated to all families. This is an ongoing project that is driven by the ongoing needs and feedback from the families they serve.

IV. TO DEVELOP AND IMPLEMENT A PLAN TO ENSURE THAT THE SYSTEM PLANNING AND DAILY ACTIVITIES OF THE PROJECT REFLECT EXEMPLARY PRACTICES, CURRENT RESEARCH AND EXPERIENCES OF PEOPLE WITH DEAF-BLINDNESS.

RATIONALE: Authorizing statute requirements from the Federal Register, 1991, 34 CFR 307.11 (a) (2) (iii) promote replication of successful, innovative approaches in provision of early intervention, educational or related services to children with deaf-blindness. The New England Center will gather information, participate in professional networks, incorporate information into consultation and technical assistance and disseminate to others within the network.

A. To provide consultation and training which will bring innovative and exemplary practices to providers responsible for the care and education of 315 children and youth region wide.

Reader: Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

CENTER

1. Assistive Technology Specialist, Alex Truesdell will provide cooperative quality consultation and training to providers in all four states in creating exciting child specific activities, materials, and learning environments.

2. Educational Consultants will provide technical assistance and consultation reflecting exemplary practices, current research and experiences of people with deaf-blindness to local and state educational programs serving children with deaf-blindness in all four states.

3. The Center will gather and share information with all four states, reflecting exemplary practices and current research and participation in the following networks and forums:

    a. The New England Center's Advisory Board will meet biannually and the above information will be incorporated into the agenda.

   b. Consultants will attend state of the art conferences held in the New England area.

   c. State of the art professional journals will be available to Center staff and constituents

   d. Resources from Special Net (provided through Perkins' affiliation) and be available upon request to all agencies.

   e. The Center staff will maintain ongoing networking with TRACES, HKNC-TAC and HKNC.

   f. The New England Center will maintain current regional mailing list in data base.

   g. The Center staff will network with other Section 622 projects to trade current innovative practices and/or service delivery models.

4. The New England Center will incorporate information that reflects exemplary practices and current research in the following ways:

   a. The New England Center staff and consultants will have monthly staff meetings to prioritize technical assistance requests and the use of exemplary practices.

   b. In-state planning meetings will be held quarterly.

   c. Center staff will review and share information on exemplary practices using the Information/Networking form found in **Appendix** .

5. A Professional Needs Survey conducted by the New England Center for Deaf-Blind Services and the four states will be reviewed by Section 622 Advisory Committee to develop proactive technical assistance planning at agency and statewide levels. The results of the survey will also be shared with Comprehensive System for Personnel Development (CSPD).

6. Each program throughout the four state region, offering services to deaf-blind infants, toddlers, children, and youth will receive a listing of materials available from the New England Center Resource Library.

7. Each agency throughout the four state region, will develop agency specific training plans to be developed in accordance with technical assistance guidelines (which can be found in **Appendix** .)

8. The Educational Consultant will conduct site visits in all four states to programs serving deaf-blind infants, toddlers, children and youth.

9. Early Intervention Providers (those serving infants and toddlers with deaf-blindness) and Part H personnel, will be offered training in the INSITE Model for home intervention to infants and their families regarding their sensory impairments. INSITE training will be offered in collaboration with the Boston College graduate education program and open to interested professionals in all four states.

ACCOMPLISHMENTS - CENTER

1. The Assistive Technology Specialist who works part time has spent a great deal of time providing on-site consultation to educational programs region wide serving children who are deaf-blind. One of the most uniquely challenging students is a young girl with a diagnosis of spastic quadraparesis, a profound hearing loss, and significantly impaired vision. The mother of this young girl has worked extensively with this consultant, educational, therapy and communication staff to offer her daughter the communication system that works best for her at this point in her life. Alex provides the assistive technology consultation at home, school or in her work space, allowing care givers to experience a hands-on approach to developing low tech items at low cost. Many of the consultants from all four states work with Alex to be able to replicate her services in their own state. Since she presented for EDNET, the statewide educational television system and they videotaped her session, that video is available for everyone through our resource library. For specific information on Alex's time, please refer to her consultation summary found in the appendix.

2. The New England Center staff have provided and coordinated thirty four formal training opportunities, reflecting exemplary practices, current research and experiences of people with deaf-blindness, for families and service providers during this reporting period. These have been conducted at the individual agency, state, and regional levels. See Workshop Summary for a detailed listing.

3a. The New England Center for Deaf-Blind Services' Advisory Committee met in October 1994, December, 1994, January 1995, and May 1995. In attendance at these meeting were the designees of each State department of Education, major service providers, project directors of one model demonstration projects , and one systems change project offering services to children and youth with deaf-blindness. Time was well spent updating the committee on the proposed activities and future plans for the Center as well as federal,national state and local updates. A copy of the meeting agenda can be found in the appendix.

3b. New England Center staff attended conferences pertaining to exemplary practices in the area of full inclusion, integration, COACH model, TASH conference, AER conference and more. Please refer to the consultation summaries and professional workshop list.

3c. Frequently state of the art articles and journals are circulated through the New England Center office and affiliated state offices. Upon completion of staff circulation they are kept in the Resource Library .

3d. Special Net is available to us through our affiliation with Perkins School for the Blind. It is delivered to us weekly for review and additions can be made upon request to the Perkins' computer specialist.

3e. Center staff continues to work closely and cooperatively with TRACES, HKNC-TAC and HKNC and augments the provision of Technical assistance through the Center. In collaboration with TRACES, a regional Summer Institute was held at Boston College on July 11-15, 1995 for staff region wide who work with children and youth with deaf-blindness. The purpose of this week long summer institute was training on the INSITE model, a home based family centered infant intervention service model. This forum also allowed for the additional benefit of helping educators to begin to articulate their needs for additional technical assistance services they may needs from the New England Center. Child specific action plans are completed by each participant and followed up six months later by NEC consultants.

The four states of the New England Center have expressed their technical assistance needs in the area of materials development. TRACES provided professional editor to present to us on the variety and types of material development . Given this information a committee was formed to develop program guidelines to be used by administrators, parents, teachers and paraprofessionals. The committee has representatives from all states and has met three times to continue the development of this tool. This committee has met 10 times during this grant year and the document is in draft form. HKNC-TAC co-sponsored the New Staff Workshop with the New England Center this past fall 1994. This collaboration allowed twenty adult service providers to participate in the three day training focusing on the communication issues across the lifespan of folks with deaf-blindness. Please find the agenda in the appendix.

3f. The New England Center maintains a regional mailing list of all educational programs, agencies and families that a listed on our four state child census.

3g. The Center staff continues to have an open forum of phone contact with other 622C programs and are sharing information and best practices ideas on a regular basis. Representatives from the four states attended a training in Pittsburgh on Usher Syndrome where we had the opportunity to meet our colleagues and share successful strategies for early identification of Usher Syndrome.

4a. The New England Center staff meets as a group on a monthly basis and coordinate technical assistance requests. This review process enables the staff to brainstorm, share best practices and expertise in the delivery of services for children of all ages.

4b. The New England Center staff conducted quarterly instate meetings in Connecticut, Maine, New Hampshire and Massachusetts. The primary purpose of these meetings was to clarify State agency responsibilities with respect to the needs of individuals with deaf-blindness, to plan for future inservices and network with all agencies serving children who are deaf-blind.

4c. The Information/Networking form was instituted and completed by all Consultants at DB Support Group meeting in January 1995.

5. A Professional Needs Survey completed in the Spring 1993 is used to determine the proactive technical assistance needs of the four state region. Requests can be made through telephone, personal contact, referrals etc. Please review our flow chart which depicts possible ways for us to receive requests.

6. Through the U.S. Mail or hand delivery, each program serving children w deaf-blindness received a copy of the Resource Directory from the New England Center. The New England Center responded to 26 requests for resources in the form of books, articles and videotapes. Also 6 requests for public domain software were successfully completed.

7. On an ongoing basis agencies from all four states discuss and develop agency specific training plans. The technical assistance guidelines develop by the New England Center are often helpful in providing a format for the plan.

8. The Educational Consultants provided over 1,092 on-site consultations to 315 children during this reporting period. Please refer to the consultation summaries in the appendix.

9. The INSITE model training was held in the summer of 1995 at Boston College.

In addition to the above mentioned Center activities, the activities listed below will be specifically addressed within the individual state.

CONNECTICUT

1. The state Coordinator of Deaf-Blind Services will conduct initial meetings with agency supervisors to assess agency specific needs for consultation and training.

2. Center staff will work with identified consultant and state coordinator of deaf-blind services of the Board of Education and Services for the Blind (BESB), and as requested will: attend PPT (IEP) meetings, provide routine consultation for educational program staff, coordinate and support technical assistance offered by specialized consultants to meet mutually identified needs, provide staff and parent training activities.

3. The Connecticut Board of Education,Services for the Blind, the New England Center for Deaf-Blind Services, and the American School for the Deaf will jointly sponsor a workshop on the topic of Usher's Syndrome.

ACCOMPLISHMENTS - CONNECTICUT

1. The Center also has standing membership on the Connecticut Deaf-Blind Long Term Planning Committee for BESB. NEC staff attended two meetings of this committee during this reporting period. Additionally, four state planning meeting has occurred.

2. Currently, any technical assistance requests received through the New England Center are orchestrated through Karen Olson, Educational Projects Coordinator.

3. A one day workshop on Usher Syndrome was held in Sturbridge, MA on May 14, 1993. All families currently receiving services through the New England Center for Deaf-Blind Services and who have a family member with Usher Syndrome were invited to attend. The parents appreciated meeting other parents of children with Usher Syndrome and the children had a chance to met adults with Usher Syndrome, feedback from the group through our evaluation process was positive. Part II meeting is planned for Summer/Fall 1994.

MAINE

1. Deaf-Blind Program Specialist, funded by the Department of Education, in collaboration with Deaf-Blind State Coordinator will explore resources available in the state of Maine for school age children with deaf-blindness and develop a time line for the reintegration of children from out-of-state placements which will include:
   a. An initial planning meeting with the Superintendent, and educational program director to evaluate the capabilities to meet the needs of children with deaf-blindness.
   b. Assessment of the current services offered to children with hearing impairments and additional disabilities.
   c. Report of recommendations to State Director of Special Education.
   d. Implementation of training necessary for diagnostic and direct service providers.
   e. Monitor state and national child census.
2. A statewide training plan will be developed jointly with Division for the Blind and Visually Impaired (DBV!), Diocesan Human Relations Services, Inc.(DHRS), and Educational Service providers, the topic will be determined by the results of the needs survey completed by family members and in-state providers.
3. State Consultant for Deaf-Blind Services will coordinate services which reflect exemplary practices and current research in the area of deaf-blindness, please refer to Key Personnel for Karen Cote's job description.

ACCOMPLISHMENTS - MAINE

1. Objective #1 will be an objective that is ongoing through this grant cycle. The state coordinator continues to make attempts to formalize the plans for reintegration of children from out of state placements.

2. The New England Center for Deaf-Blind Services, The Bureau of Mental Retardation,and Catholic Charities of Maine have worked together to develop a

program for families in the in Castine, ME. The Assistive Technology Consultant from the New England Center for Deaf-Blind Services will be a key presenter at this family training activity.

3. The State coordinator, Karen Shane Cote is very responsive to the needs of the 25 children she serves. Always sensitive to the issues of rural service delivery and best practices, Karen coordinates a team approach around each child and helps to facilitate communication among team players while addressing the specific needs of the child due to his deaf-blindness.

MASSACHUSETTS

1. Individual and agency specific training will be provided on, but not limited to the following topics: communication, integration, and transition. Technical assistance and consultation requests will be analyzed in compliance with guidelines set forth in New England Center proposal.

2. Educational Consultants will present the needs of individuals with deaf-blindness to regional meetings of Special Education Directors. This will be accomplished through collaborative efforts with the Department of Education.

ACCOMPLISHMENTS - MASSACHUSETTS

1. During this reporting period, 613 instances of on-site consultation have been provided to programs serving children and youth with deaf-blindness in Massachusetts. These are in addition to on-going phone contacts with programs, technical assistance, inservices and visitations to the Center. A summary of consultations offered by Center staff is attached.

2. Department of Education has been contacted and we are awaiting some th information. Our hopes are that the New England Center for Deaf-Blind Services will be placed on the agenda for the next Special Education Director's meeting in the Spring 1995.

NEW HAMPSHIRE

1. Center staff will work with the identified consultant, Early Childhood Deaf-Blind specialist, NHESSI and MICE staff and, as requested will: attend IEP meetings, provide routine consultation for educational program staff, coordinate and support technical assistance offered by specialized consultants to meet mutually identified needs, provide staff and parent training activities.

ACCOMPLISHMENTS - NEW HAMPSHIRE

1. New Hampshire Educational Services for the Sensory Impaired has been identified as the central agency for referral to the New England Center for Deaf-Blind Services. Consultant staff have worked closely with NHESSI staff to review previously identified cases. This has resulted in the identification of sixty-one students who are now eligible (or provisionally eligible) for services, from the New England Center for Deaf-Blind Services. Consultation will be provided by the Early Childhood Specialist on an on-going basis to itinerant teachers of the visually impaired and educational service providers serving the seventeen identified children, ages three to eight years on at least a monthly bases to provide recommendations on developmentally appropriate educational strategies, and to assist in overall program development.

B. To disseminate throughout the four state information regarding deaf-blindness, exemplary practices, and this project's scope and results.

Reader: Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

CENTER

1. Every program in the four states offering services to children and youth with deaf-blindness will receive a listing of materials available from the New England Center Resource Library. Please find cover sheet and table of contents in **Appendix A**.

2. Center staff will seek out and circulate innovative and practical written and audio-visual materials within the region, especially those which demonstrate new projects and exemplary practices.

3. Center staff, in conjunction with staff in the four states, will publish and disseminate "In Touch", a Regional Newsletter, which will provide updates on project services, achievements, and new developments. Model projects serving infants, children, and youth with deaf-blindness within the four state region will be summarized.

4. The Regional Resource Library will be expanded to include a more comprehensive selection of public domain software

applicable for use by teachers of children with deaf-blindness. (See **Appendix A** for a sample).

5. A Professional and Family Needs Survey will be distributed by the New England Center for Deaf-Blind Services and reviewed by the Section 622 Advisory Committee to develop proactive technical assistance planning at agency and statewide levels. The results of the survey will also be shared with the Comprehensive System for Personnel Development (CSPD).

6. The New England Center will receive, contribute, and share information with the four states regarding deaf blindness by interfacing with the following federal projects: Northeast Regional Resource Center, Northeast Center on Deafness, American Foundation for the Blind, Deaf-Blind Project, NICHY and cooperative agencies' newsletters.

ACCOMPLISHMENTS - CENTER

1. The listing of materials available from the New England Center Resource Library was up-dated in June,1992. The Resource Library is accessible to all families and service providers by mail. As consultants work with individual programs, the sharing of information on techniques and best practices is routinely included in these efforts. Every program served by the New England Center has or will receive a copy of the resource directory.

2. The New England Center staff avails itself to receiving innovative and practical resources to be added to the Resource Library. This is done by adding the center to mailing lists and corresponding with technical assistance projects nationwide.

3. An issue of ***"in touch"***, the newsletter of the New England Center for Deaf-Blind Services was completed in November 1993 and March 1994. Copies can be found in the appendix.

4. The New England Center continues to make additions to the public domain software section of the Resource Library. This section consists of appropriate software to use with students who are deaf-blind An annotated listing is available. During this reporting time 45 requests from schools were processe in a timely manner.

5. Since a professional and family needs survey was distributed and compiled by the New England Center in the Spring of 1992, 1993, and are reflected in technical assistance delivered within that time, we ask that you refer to the

appendix for specifics as to topics and agenda items. These results are shared with Comprehensive System for Personnel Development (CSPD) committees in each state through a key person representing low incidence populations.

6. The New England Center for Deaf-Blind Services receives and shares information with all four states on a regular basis through phone consults, newsletters submissions, document circulation, calendar comparisons etc.

V. TO ASSIST THE STATES IN DEVELOPING AND IMPLEMENTING THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD) UNDER PART B AND H OF IDEA.

RATIONALE: The New England Center will assist each state in developing and implementing the CPSD Plan under Part B and H of IDEA specifically designed to review policies and procedures relating to the establishment and maintenance of standards. This will ensure that personnel are appropriately and adequately prepared and trained to deliver services to infants, toddlers, children and youth who are deaf-blind.

Reader: Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

A. To support each state's efforts in ensuring personnel preparation in the field of deaf-blindness as it relates to the Comprehensive System for Personnel Development (CSPD) Committee.

CENTER

1. The New England Center's designee will identify and meet with the person responsible for filing the Comprehensive System for Personnel Development (CSPD) plan.
2. Each state will develop a plan to interface with Comprehensive System for Personnel Development (CSPD) committee to ensure coordination.
3. The Coordinating Consultant of the New England Center for Deaf-Blind Services or designee will participate in Comprehensive System for Personnel Development (CSPD) meetings held in Connecticut, Maine, Massachusetts and New Hampshire.
    a. Connecticut-BESB, Chief Officer of Children Services,William Dessin will participate in CSPD committee representing low incidence disabilities.
    b. Maine-Deaf Blind Coordinator, Karen Shane Cote will participate in the CSPD committee representing the needs of individuals with deaf-blindness.

c. Massachusetts-NEC, Coordinating Consultant Lisa Jacobs will participate in the CSPD committee representing the needs of individuals with deaf-blindness.

d. Massachusetts-Supervisor of the Infant/Preschool Consultants, Tom Miller (in kind support to NEC) will participate in the Part H CSPD representing the needs infants with a low incidence disability.

e. New Hampshire-Director of Educational Development Associates, Carolyn Sweetser will participate in the CSPD committee representing low incidence sensory disabilities.

4. The results of the Center's Survey, reflecting the needs of individuals with deaf-blindness, will be compiled and disseminated to all the members of the Advisory Board, and to personnel in charge of each states Comprehensive System for Personnel Development (CSPD) plan.

ACCOMPLISHMENTS - CENTER

1. The New England Center has identified and is currently planning to attend the Comprehensive System for Personnel Development (CSPD) committee once it is reorganized.

2. Each state is in the process of developing a plan to interface with the Comprehensive System for Personnel Development (CSPD) committee. The states of Connecticut, New Hampshire, and Maine, have a plan in place and report back to the instate planning committee on the events related to the plan at the quarterly meetings.

3a. Chief Officer of Children Services at BESB is the designee and will participate in the next CSPD meeting held in Connecticut, representing low incidence disabilities. Karen Olson attended her first CSPD meeting in December 1994 and February and April 1995.

3b. Maine's Division for the Blind and Visually Impaired Director, Bud Lewis has represented the needs of individuals with low incidence disabilities by participating in the monthly CSPD meeting held in Maine.

3c. Massachusetts' New England Center, Coordinating Consultant will participate in the next CSPD committee held in Massachusetts at the Department of Education once the committee is reorganized.

3d. Tom Miller, supervisor of the Infant Toddler program participates as an active member of the Part H CSPD committee representing low incidence disabilities.

3e. Director of Educational Development Associates, is a member representing services to children an youth with sensory disabilities all survey data to the NH Comprehensive System of Personnel Development administered by the NH Department of Education.

4. The New England Center shared the results of the professional needs survey completed by NEC in the fall of 1994 through, NEC related personnel responsibility to the CSPD in each state.

VI. TO ENSURE THE INCLUSION IN ALL CENTER ACTIVITIES TO UNDER REPRESENTED POPULATIONS.

RATIONALE: The New England Center for Deaf-Blind Services is sponsored by, and follows the The Perkins School for the Blind guidelines. The Perkins School for the Blind is committed to a policy of non-discrimination and equal opportunity for all employees and qualified applicants without regard to race, color, religion, sex, age, national origin, status as a disabled veteran, and physical or mental handicap. We implement our equal employment opportunity policy with an affirmative action program to assure nondiscriminatory practices in recruiting, hiring, training, promotion, transfers, compensation, benefits, and all Perkins-sponsored activities.

Available to the Center, through Perkins School for the Blind are Versa-Braillers, TDD/TTYs, computers, braillers and sign language interpreters.

Reader: Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states.

A. To ensure that under represented groups are involved in all Center's activities.

CENTER

1. The New England Center for Deaf-Blind Services has continued to strive to ensure representation of under-represented groups such as consumers, ethnic minorities and family members on the New England Center's Advisory Board. The newly established subcommittee to review Center's goals and objectives will be charged with identifying additional ways to increase the number of people from under-represented groups.

2. The New England Center for Deaf-Blind Services will ensure all training activities are accessible by having the trainings held in accessible buildings, having sign language interpreting, large print or braille available and language translation available when necessary.

3. Staff members from the New England Center or designee will meet with Parent Advisory Councils (PACs) and Special Education Administrators Association in all geographic areas in the four states. Please refer to letters of support from the State Directors of Special Education in **Appendix** .

4. The New England Center will make every attempt to use facilities for trainings and workshops that are accessible by public transportation.

5. The New England Center will be sensitive to ethnic and multicultural diversity which will be reflected in the planning and implementation of technical assistance and consultation. Please refer to technical assistance and consultation Goal II, Objective C. The above described subcommittee will also make recommendations on ways to ensure this objective.

ACCOMPLISHMENTS - CENTER

1. The New England Center for Deaf-Blind Services established a subcommittee of the Advisory Board to look at ways for the Center to ensure representation of under represented groups. The committee recruited a parent, Robin Knausenberger, professionals Dee Spinkston, TAPP and Lisa Jacobs, NEC. This subcommittee created a list of questions that the Center staff can ask themselves anytime a workshop or training is sponsored by the New England Center. This questionnaire will help the Center to self evaluate to ensure inclusion of under represented groups in all the Center's activities. In addition to this subcommittee, Lisa Jacobs, Coordinating Consultant for the New England Center, also participates in the Multicultural Task Force related to the Massachusetts Developmental Disabilities Council. She has attended eight of these monthly meetings held at the Council office in Boston at 4:30 to 7:00pm.

2. Currently the New England Center ensures all trainings are accessible, organized, and culturally sensitive to under-represented groups. Registration forms for all our events include accessibility questions and all events are sign language interpreted when requested. When planning events location is a multifaceted process, locale, transportation and cost are all part of the equation.

3. Representatives in all four states are actively pursuing being placed on the agendas of the local PACs and Special Education Administrators Associations.

4. The New England Center makes every attempt to use facilities for trainings and workshops that are accessible to wheelchairs, public transportation and low in cost so to allow as many people attend as possible.

5. The New England Center continues to be sensitive to ethnic and multicultural needs by reflecting that sensitivity in planning and implementation of technical assistance and consultation. Spanish speaking families receive consultation from our Spanish speaking educational consultant. Creative problem solving has occurred to ensure that an interpreter of any language is available when needed. The subcommittee will make recommendations on ways to ensure this objective.

VII. THE NEW ENGLAND CENTER WILL ASSUME OVERALL ADMINISTRATIVE RESPONSIBILITY FOR ENSURING THAT THE OBJECTIVES AS STATED IN THIS PROPOSAL ARE BEING MET BY THE STAFF AND CONSULTANTS.

RATIONALE: Ensuring that objectives in this proposal are being met requires ongoing formative evaluation. A subcommittee will be formed to look at ways to ensure that the objectives for this proposal are being met by the New England Center Staff in collaboration with individual state consultants. Through case notes and documentation of ongoing progress while following the technical assistance guidelines, the Center ensures child specific outcomes.

Reader: Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, implementation differences or specific personnel will be reflected.

A. To maintain updated records and reports of infants, toddlers, children, and youth, receiving services under this project.

CENTER

1. The New England Center for Deaf-Blind Services will maintain files on each child in the four states, who is eligible under the requirements of Part C, Section 622 of the Individuals with Disabilities Education Act (IDEA). All information required by the Office of Special Education and Rehabilitative Services will be maintained on data base. (Please see Initial Information Form in **Appendix**).

2. Annual child census reports will be submitted to TRACES-Teaching Research Division in compliance with reporting requirements of this project. Copies of these reports will be submitted to the designated state consultant or deaf-blind coordinator in each state, respectively.

3. Project staff will submit annual reports and one final report to the U.S.Department of Education, Office of Special Education and Rehabilitation in compliance with reporting requirements of this project. Copies of these reports will be reviewed with the Regional Advisory Committee and each state's Advisory Committee.

4. The New England Center will submit all budget revisions in a timely fashion to the Grants Negotiator. The Project Director and Coordinating Consultant will monitor the budget and assure that it reflects activities as specified.

5. The New England Center will have ongoing verbal and/or written communication with Program/Project Officers.

6. The Project Director and Coordinating Consultant will provide ongoing supervision and review progress on staff objectives, to ensure that resources and personnel are being allocated to meet objectives.

7. The New England Center will maintain and update a mailing list to include families, educational programs, referral agencies, infants, toddlers, children and youth with deaf-blindness.

ACCOMPLISHMENTS - CENTER

1. The New England Center for Deaf-Blind Services will continue to maintain files on each child who is eligible under the requirements of Part C, Section 622 of IDEA as amended. All information required by the Office of Special Education and Rehabilitative Services will be maintained on data base at the Center. A data base is maintained of all children served by the New England Center. This is always, up-to-date with newly identified children added on as they are received. In addition, central files are maintained on all children, containing pertinent, diagnostic, educational, and family information.

2. A report was requested by and submitted to the TRACES Teaching Research Project designed to maintain a national registry of children and youth with deaf-blindness. In this process, information from the New England Center registry of students were compared with state child count data.

3. Project staff continue to submit annual reports, and one final project report the U.S. Department of Education, Office of Special Education and Rehabilitative Services (in compliance with reporting requirements of this project. Copies of these reports will be reviewed with the designated project liaison from each state respectively.)

4. During this reporting period two budget revisions and no cost time extensio funds were requested and approved by our Grants Officer. All future budget revisions will be submitted with clear narrative and budget pages reflecting the request.

5. The Project Director and Coordinating Consultant have ongoing verbal and written communication with Program/Project Officers.

6. The Project Director and Coordinating Consultant meet on a weekly basis to review progress of the multi-state proposal. The Coordinating Consultant meets weekly or biweekly with Center staff to evaluate progress and plan future events. "Deaf-Blind Support Group" all consultants meet on a monthly to update, review technical assistance requests and plan for future events.

7. The New England Center continues to maintain and update the mailing list of all 315 families and their agencies and programs.

In addition to the aforementioned Center activities, the activities listed below will be specifically addressed within the individual state.

CONNECTICUT

1. All referrals to the New England Center Services will flow through the Board of Education and Services for the Blind, and the Educational Projects Coordinator of Deaf-Blind Services.

2. The CT Board of Education and Services for the Blind will submit child count information to the state Department of Education for all children and youth with deaf-blindness. The Educational Projects Coordinator of Deaf-Blind Services will collaborate and compare registry information from the New England Center for Deaf-Blind Services with state SEMIS (child count) information and submit child census to TRACES.

ACCOMPLISHMENTS - CONNECTICUT

1. The Board of Education and Services for the Blind continue to refer all infants, children and youth with both vision and hearing impairments to the New England Center.

2. It is assumed that the state of Connecticut submitted their child count information through SEMIS, the Educational Projects Coordinator will compare the New England Center's child count with that of the state.

MAINE

1. All referrals to the New England Center Services will flow to State Coordinator for Deaf-Blind Services through Educational Coordinators from the Division for the Blind and Visually Impaired.
2. State Coordinator of Deaf-Blind Services will collaborate with the New England Center Staff to submit Child Count information to TRACES Teaching Research Division, in compliance with reporting requirements of this project. Copies of this report will be submitted to the Director of the Division for the Blind and Visually Impaired.
3. The state coordinator of deaf-blindness will compare registry information from the New England Center for Deaf-Blind Services with state child count information.

ACCOMPLISHMENTS - MAINE

1. All referrals to the New England Center continue to flow through the Educational Counselors from the Division for the Blind and Visually Impaired.

2. Paul Cote has collaborated with the New England Center to submit the child count information to TRACES Teaching Research. Upon completion, child count reports will be submitted to Bud Lewis, Director of the Division for the Blind and Visually Impaired.

3. The state coordinator was a vacant position during this reporting period, the Coordinating Consultant from the New England Center compared New England Center's child count information with state child count information.

MASSACHUSETTS

1. The New England Center will maintain files on each child who is eligible under the requirements of Part C, Section 622 of the Education of the Handicapped Act as amended. All information required by the Office of Special Education and Rehabilitative Services will be maintained on data base at the Center. (Due to the non-categorical nature of services delivery in Massachusetts, no records about specific children will be maintained at the state level)

2. Reports will be submitted to TRACES-Teaching Research Division in compliance with reporting requirements of this project. Copies of these reports will all be submitted to the Director of the Vision Resources Library, BIS as designated liaison for the Commonwealth of Massachusetts, Department of Education.

ACCOMPLISHMENTS - MASSACHUSETTS

1. The New England Center maintains files on 171 infants, children and youth under the requirements of Section 622C.

2. The New England Center for Deaf Blind Services will submit a report to TRACES Teaching Research in compliance with reporting requirements of this project. Copies of these reports will all be submitted to the Director of the Vision Resources Library as designated liaison for the Commonwealth of Massachusetts, Department of Education.

NEW HAMPSHIRE

1. New Hampshire Educational Services for the Sensory Impaired (NHESSI) will coordinate the referral of children and youth ages 3-21 with deaf-blindness to the New England Center for Deaf-Blind Services and will maintain files on each child who is eligible under the requirements of Part C, Section 622 of Individuals with Disabilities Education Act (IDEA).

2. Multi-Sensory Intervention through Consultation and Education (MICE) will coordinate the referral of infants and toddlers ages birth to three with or at risk of being deaf-blind, to the New England Center. MICE will maintain files on each child who is eligible under the requirements of Part H.

3. Reports will be submitted to TRACES-Teaching Research Division in compliance with reporting requirements of this project. Copies of these reports will be submitted to Education Development Associates, the MICE Project, and the State Department of Education. EDA will compare data with state SPEDIS (child count) data.

ACCOMPLISHMENTS - NEW HAMPSHIRE

1. Staff of the New England Center for Deaf-Blind Services have worked diligently to examine records on children from New Hampshire. As they are

referred, through NHESSI they are entered into the data base. Currently, the New England Center has active files on sixty-five children who are deaf-blind.

2. MICE coordinates and refers all infants with or at risk for being deaf-blind. MICE maintains a file on each infant who is eligible for Part H.

3. A report was requested by and submitted to the TRACES Teaching Research Project designed to maintain a national registry of children and youth with deaf-blindness. In this process, information from the New England Center census of students were compared with state child count data. One will be submitted in March, 1995 reflecting New Hampshire's December 1, 1994 child count data.

VIII. TO EVALUATE AND MEASURE THE OVERALL PERFORMANCE OF THE PROJECT, AND MONITOR PROGRESS TOWARD MEETING PROGRAM OBJECTIVES.

RATIONALE: Thorough, ongoing evaluation, and problem identification with the input of service providers from each state, ensures prompt resolution of issues and assures continual improvement in quality of service.

Reader: Please note that due to the unique nature of a multi-state project, the main activities have been sited by the Multi-state Center and apply to all states, differences will be reflected.

A. To assist staff agencies and consultants in assuring that all he needs of deaf-blind infants, toddlers, children and youth in their states are met comprehensively and assist in evaluating the effectiveness of services.

CENTER

1. The New England Center for Deaf-Blind Services will organize and chair a biannual Advisory Board Meeting with representatives from all four states. A newly established subcommittee will review the Center goals and objectives and monitor progress and efficacy of this proposal. Subcommittee will develop a quality satisfaction tool to be used for evaluating technical assistance.

2. Center staff will meet at least biannually with each state's full advisory committee to review current placement of all students and service options available, and to prioritize technical assistance requests.

3. Each state will be required to reorganize their multi-agency Advisory Boards to reflect the goals of the multi-state Center.

4. Center staff and in-state advisory board personnel will jointly develop goals for expanding programs, and examining local capacities and resources which will impact the quality of life for individuals with deaf-blindness

5. Center staff will assist state personnel in their self-evaluation of services available under this project. This plan and process will be developed jointly with each state committee.

ACCOMPLISHMENTS - CENTER

1. The New England Center Advisory Board Committee met in December 1994 and May 1995, biannual meeting with additional meetings in October 1994 and January 1995 to strategically plan for the future of the Center. The agenda reflected many related to the Center's service delivery issues and federal, national, state and local updates of services to people who are deaf-blind. Please find an advisory board members list, announcement of the meeting and agenda in the appendix. Subcommittees were developed at the December meeting to review the goals and objectives and monitor progress and efficacy of this proposal. An evaluation subcommittee will met on five different occasions to make recommendations to the Advisory Committee regarding the role of program evaluation as it relates to the services provided by the New England Center. Please find in the Appendix the graphic depiction of technical assistance delivery and the tools used to develop,implement and evaluate the technical assistance efforts of the New England Center. A separate Subcommittee met in the winter of 1995 to discuss the Objective VI, developing ways for the Center to ensure the under represented groups are involved in all activities.

2. The Center staff met with Maine, Massachusetts, and New Hampshire's instate planning committee to review current educational placement, service options and to prioritize technical assistance during this reporting period. A Connecticut meeting is planned for early spring. The review of children's current educational programs is accomplished through regular contact with each state's individual team members.

3. During the above mentioned instate planning meetings agenda items reflect the reorganization of those groups to include the multi-state, New England Center goals. The New England Center disseminated a State Bulletin on two separate occasions; January, 1995 and May, 1995. Please find copies of these bulletins in the Appendix of this document.

4. A regular part of all phone conversations and instate planning meetings include discussion and action planning for increasing the quality of life for individuals with deaf-blindness. This includes assessing and analyzing local capacities and resources while delivering technical assistance and consultation as needed.

5. Each state has expressed an interest in collaboratively developing a self-evaluation tool to be used to evaluate the services of the New England Center within each of these four states. The state of Maine with assistance of our

evaluation subcommittee developed a satisfaction survey to be completed by the 28 families in the state of Maine. This tool is available to all the states.

In addition to the aforementioned Center activities, the activities listed below will be specifically addressed within the individual state.

CONNECTICUT

1. Copies of all correspondence generated by the individual consultants will be shared with Connecticut's Educational Projects Coordinator of Deaf-Blind Services (to be hired), program staff, and local education agency representative responsible for the development of individual educational plans.

ACCOMPLISHMENTS - CONNECTICUT

1. Educational Projects Coordinator of Deaf Blind Services, Karen Olson, has received all correspondence from the Center on a regular basis. All consultation reports are shared with educational programs and parents as well as a copy kept in the New England Center's file.

MAINE

1. The New England Center Coordinating Consultant, and the Maine State Coordinator of Deaf-Blind Services will co-chair the Section 622 in-state advisory board meeting to be held bi-annually to evaluate existing services and develop strategies for improvement.

ACCOMPLISHMENTS - MAINE

1. An instate planning meeting was held on August 29, 1995 in Augusta, Maine. Service providers, families, consumers and state personnel were invited and many were present, sharing suggestions, strategies and ideas to refine the services in Maine and aid in the identification of an increased number of infants and children who are deaf-blind. This successful meeting was co-chaired by the Maine state coordinator and the New England Center's Coordinating Consultant and facilitated by Kevin O'Connor, President of the National Association of Parents of Visually Impaired.

MASSACHUSETTS

1. The Educational Consultant specializing in transition will serve on the Massachusetts Commission for the Blind (MCB)

Advisory Committee for Deaf-Blind Services. (MCB is the lead state agency for deaf-blind services to adults).

2. The Coordinating Consultant and Educational Consultants will participate in the Low-Incidence Committee, Program Planning Committee, and Public Awareness Committee of the Inter-agency Coordinating Council (ICC) to develop implementation guidelines for PL 99-457.
3. The Coordinating Consultant will report to the State Education Agency (SEA) designated liaison three times per year on scope and impact of services offered by the New England Center.

ACCOMPLISHMENTS - MASSACHUSETTS

1. During this reporting time the Massachusetts Commission for the Blind - Deaf Blind Unit has not been able to have an advisory board meeting. The Education/Transitional Consultant, Mara Evans has in attendance to MCB staff meetings representing the needs and the current information on the transition age students served by educational programs in Massachusetts.

2. The Coordinating Consultant participated in eight meetings of the Low Incidence Subcommittee and Program Planning Subcommittee during this reporting time. The Coordinating Consultant continues to play an active role in representing the needs of families living with infants who are deaf-blind. The Public Awareness Subcommittee has been reorganized and currently there is no representation of the low incidence population.

3. During this reporting period, the Coordinating Consultant has had numerous contacts with the State Education Agency (SEA). The Center also asks the individual instate planning meeting members to share information with their contacts at the State Education Agency. All state and local education agencies have received our updated brochure and information regarding the charge and scope of this project.

NEW HAMPSHIRE

1. NHESSI in coordination with EDA will share the results of a statewide needs survey completed by LEA'S, SEA's, and Vision Itinerant teachers that outline identified needs. Technical assistance and consultation will be provided based on these needs.

ACCOMPLISHMENTS - NEW HAMPSHIRE

1. Educational Development Associates (EDA) in coordination with NHESSI completed a yearly needs assessment process and shared their findings with LEAs, vision itinerant teachers, SEA, and the New England Center for Deaf-Blind Services. This is essential to the delivery of technical assistance.

Consultation Summaries

CONSULTATION SUMMARY

Lisa Jacobs - Coordinating Consultant
October 1, 1994 to September 30, 1995

MASSACHUSETTS

DATES	PROGRAM	TOWN
11/4,11/11,11/1811/30,	Chelmsford High School	Chelmsford
11/11	READS Collaborative	Tauton
11/17,12/8,1/24,	Learning Center for Deaf Children	Framingham
11/18,12/8,	Boston Public School	Boston
11/21,1/12,3/8,4/26,6/7,6/28,7/26	Massachusetts Deaf Blind Family Alliance	Watertown
8/13,8/21,		
12/14,1/10,3/30,5/5,5/18	Evergreen Center	Milford
1/4,5/27	Revere Public School	Revere
1/13,	Merrimack Collaborative	Andover
1/25,5/18,	Hudson Public School	Hudson
2/1	Perkins Outreach Satellite	Northfield
2/17,3/30,6/23	Reading High School	Reading
3/13,5/10	Boston College	Chestnut Hill
3/14,5/9,	GLEC Collaborative	Haverhill
3/20, 10/5	Commission for the Blind	Boston
3/26,5/3,5/11,5/26,8/13,	Saugus Public School	Saugus
4/28	BC Campus School	Chestnut Hill
4/28	Franciscan Children's Hospital	Brighton
5/11,5/22	Bourne Elementary School	Bourne
5/23	Arborway Center	Jamaica Plain
6/6	South Shore Collaborative	Hingham
6/6,6/15	Mediplex Nursing Home	New Bedford
7/25,8/7	North River Collaborative	Rockland
7/27,8/9,8/21	Deaf Blind Contact Center	Boston
12/7,1/13	Homevisit	Sudbury

NEW HAMPSHIRE

DATES	PROGRAM	TOWN
12/17,2/1,5/19,8/22	NHESSI, Instate Planning Meeting	Concord
1/18,1/30,3/6,4/4, 5/16,	Nashua Public Schools	Nashua
6/6,9/6,	NHESSI	Concord
6/14	MICE	Concord

CONNECTICUT

DATES	PROGRAM	TOWN
12/16,5/8	BESB DB Advisory Board	Wethersfield
1/9,3/27,6/19,8/7,8/26	CT Networking Meeting	Wethersfield
1/31	Waterbury Public Schools	Waterbury
6/17,6/18	Camp Horizons	South Windham

MAINE

DATES	PROGRAM	TOWN
10/22,6/28,7/19,8/29	Maine State House	Augusta
1/23,6/20,	Instate Planning Meeting	Augusta
6/27-6/28	Personal Future's Planning Training	Portland
7/28	Skohegan Public Schools	Skohegan
8/31,8/20,	Baxter School for the Deaf	South Portland

CONSULTATION SUMMARY

Lisa Jacobs - Coordinating Consultant
October 1, 1994 to September 30, 1995

CONFERENCES/WORKSHOPS

Date	Topic	Location
11/7 - 11/9	Project Director's Meeting	Washington, D.C.
10/28,1/11,1/25,4/12,5/17,6/12	DB Support Group	Boston, MA
8/28		
11/10,2/13,5/15,	Massachusetts Inclusion Initiative (MII)	Watertown
11/5,11/24,12/15,	Evaluation Subcommittee	Boston, MA
12/3	Consortium meeting for Personnel Prep grant	Watertown
1/5,2/6-2/7,3/31,	Creative Problem Solving Workshop	Watertown
2/21,5/20,	CT Parent's Meeting	Wethersfield
5/1	Conflict Resolution	Watertown
7/10 - 7/14	Summer Institute - INSITE	Chestnut Hill, MA
8/15 -8/17	Usher Syndrome Training - TRACES	Pittsburgh, PA
11/2-11/3	AER conference	Portsmouth, NH

PROFESSIONAL MEETINGS/COMMITTEES

11/30,1/11,2/14,8/19,	Part H Low Incidence Subcommittee	Watertown, MA
12/1,1/11,5/17,	NEC Advisory Board Meeting	Watertown, MA
10/28, 10/26,	Strategic Planning	Watertown, MA
11/23	Multicultural Subcommittee, MCDHH	Boston, MA
12/7,3/28	Pilot Project Advisory Board	Watertown
11/23,2/15,	Advocacy Training	Boston
11/15,1/10	Part H Program Planning Meeting	Milford, MA
11/17,	Bureau of Institutional Schools/DOE	Watertown, MA
12/2,1/3,2/8,3/8,4/3,5/31,6/21	Material Development Meetings	Watertown
7/18,8/4,8/12		
12/10,1/10,8/8,8/27	New Staff Workshop Planning	Watertown
3/10,	What do I do on Monday?	West Hartford,CT
4/19-4/21	Preschool Seminar	Watertown, MA
12/2,	Family Focus Group with DBLink	Portsmouth, NH
8/7-8/9	VISTA Training	Burlington, VT

CONSULTATION SUMMARY
NEC

Susan DeCaluwe - Educational Consultant
OCTOBER 1, 1994 - SEPTEMBER 30, 1995

MASSACHUSETTS

DATES	PROGRAM	TOWN
1/20,2/15	Tisbury School	Vineyard Haven
3/15,3/29	Saint Coletta's Day School	Braintree
9/7	Children's Extended Care Facility	Groton
2/9	Park Elementary-North River Collaborative	Withman
2/14	Kennedy-Donovan Center	New Bedford
2/10	READS Collaborative	Marshfield
3/14	Arborway	Boston
1/5,2/2,3/6,6/27,9/5	Winthrop School	Ipswich
3/3	Perkins Outreach Office	Centerville
4/4	Boston College Deaf/Blind Program	Chestnut Hill
1/30,2/27,4/5,4/26,6/19	Memorial School	Salisbury
1/4,1/9	Bailey School	Lowell
5/30	Mount Pleasant School	Plymouth
6/12	Home Visit	Randolph

NEW HAMPSHIRE

DATES	PROGRAM	TOWN
2/3,4/10,5/19,9/22	NHESSI Instate Planning Meeting	Concord
7/19	Summer School Program	Woods Hole, MA

PROFESSIONAL MEETINGS/COMMITTEES

Dates	Topic	Location
10/7,1/10,5/30,8/8,8/21,8/29,9/12, 9/27,9/28 (10/19-10/21)	NSW Planning Committee (New Staff Workshop)	Watertown
11/15,1/11,1/25,4/12,5/17,6/12	D/B Support Group	Watertown
2/3	MA Instate Planning	Watertown
1/3,2/8,3/8,4/3,5/31,6/21,7/18, 8/4,9/12	Materials Development	Watertown
1/11,5/7	NEC Advisory Board	Watertown
1/4,2/3,3/13,3/15,3/20,3/29,4/7, 6/7,6/14,6/16,6/30	Supervision - NEC	Watertown
12/21,1/12,3/8,4/5,6/7,7/26,9/13	DB Family Alliance	Watertown
9/12,9/13	NEC Registry	Watertown
10/11,10/13,10/17,10/18	Family Weekend Planning	Watertown
11/4-11/6	Family Weekend	Falmouth
9/12,9/13	Adaptive Equipment Workshop Planning	Watertown

CONSULTATION SUMMARY

Mara Evans, Transition Consultant
October 1, 1994 - September 30, 1995

MASSACHUSETTS

DATES	PROGRAM	TOWN
10/4, 11/7, 11/10, 11/21, 12/2, 1/5, 1/26, 1/31, 3/1, 6/7, 6/21	Boston Public Schools- Horace Mann	Allston
10/4/94	Home Visit (JC)	Marshfield
10/24/94	Parent Meeting (LW)	Watertown
10/28/94	REEDS Collaborative	Fall River
11/22, 6/22	Arborway School	Jamaica Plain
11/28	Mt. Greylock Regional School	Williamstown
11/29	Stoughton Middle School	Stoughton
12/6	Plymouth Area Collaborative	Pembroke
12/21, 6/14	Hampshire Education Collaborative	Easthampton
1/30, 3/20	Individual Transition Mtg. (TB)- REEDS	New Bedford
1/30, 2/22, 8/9	Kennedy Donovan Center	New Bedford
1/31	South Shore Collaborative	Hingham
2/14 , 3/14, 4/5, 8/17	Framingham Schools Indiv. Mtg. (MG)	Framingham
3/21	Leominster Day Hab	Leominster
3/30, 6/27	Horace Mann Education Assoc.	N. Attleboro
4/11, 7/7, 7/12, 8/11, 9/1	Institute of Professional Practice	Westminster
4/24, 7/12	Individual Transition Mtg (MG)	Westboro
5/1	Easton Middle School	Easton
6/27, 9/13	N. Suffolk Mental Health	Chelsea
9/20 ,	Home Visit (SM)	Arlington
9/21	St. Colletta's School	Braintree
9/25	Evergreen Center	Milford
9/28	New England Villages	Hanson

MAINE

DATES	PROGRAM	TOWN
10/12, 4/6	Transition Team Meeting (BG)	Madison

CONNECTICUT

DATES	PROGRAM	TOWN
11/16, 12/19	Oak Hill School (RM)	Hartford
2/9	Oak Hill School	Hartford
3/31	Coventry Elementary School	Coventry
8/29	Community Systems Inc.	Torrington

CONFERENCES/WORKSHOPS ATTENDED

Date	Topic	Location
10/2	Ma. Parent Meeting	Watertown, MA
1/24	IEP Training- MA	Marlboro, MA
2/6, 2/7	Creative Problem Solving Training	Watertown, MA
2/14	MA Teacher Certification	Watertown, MA
3/15	Inclusion of Young Children - DB	Watertown
4/8	Structure of Fingerspelling in ASL	Boston
4/12	Providing Technical Assistance	Watertown, MA

CONSULTATION SUMMARY

Mara Evans, Transition Consultant
October 1, 1994 - September 30, 1995

CONFERENCES/WORKSHOPS ATTENDED

Date	Topic	Location
4/26-4/29	Van Dijk- Assess. & Dev. of Communication	San Diego, CA
9/14 - 9/17	Usher Syndrome Training - TRACES	Pittsburgh

CONFERENCES/WORKSHOPS PRESENTED

Date	Topic	Location
12/15	"It's A Deaf-Blind World"	Westminster
10/ 12/94	Individ. Student Training- Usher	Stoughton

PROFESSIONAL MEETINGS/COMMITTEES

Date	Topic	Location
10/5	NEC Eval. Sub Committee	Watertown
10/6, 11/3, 2/2, 5/4	Interagency Assoc. of Placement Professiona	Somerville
10/7. 1/10, 5/30, 8/8, 9/27	New Staff Workshop Planning Mtg	Watertown
10/11. 10/13. 10/17. 10/18.	Family Weekend Planning	Watertown
10/19-10/21	New Staff Workshop	Watertown
10/26, 11/30, 2/8, 4/26	Bay Cove Human Services Family Support	Boston
11/4/94 - 11/6/94	Family Weekend	Falmouth
11/15, 1/11, 1/25, 4/12, 6/12	DB Support Group	Watertown, MA
12/14, 2/17	MA. Commission for the Blind	Boston, MA
12/21, 1/12, 3/8, 4/5, 6/7, 7/26,	MA. Parent Meeting	Watertown, MA
1/3, 2/8, 3/8, 4/3, 5/31, 6/21,7/18,	Materials Development	Watertown
1/9, 3/27	CT. Instate Networking Mtg. at BESB	Wethersfield, CT
1/11	NEC Advisory Board	Watertown
2/2, 2/21, 3/10, 5/30, 7/11, 9/27	Supervision - NEC	Watertown
2/3	NH State Planning Mtg.	Concord, NH
2/9, 2/16, 3/7, 3/13, 3/20, 3/27	MA. DB Transition Professionals Mtg.	Watertown
3/3	MA Commission for Deaf and Hard of Hearing	Boston
3/22, 6/28, 7/20, 8/3, 8/9, 9/21	MA Coalition of DB Organizations	Boston
3/29, 6/7, 9/13	MA Transition Initiative Advisory Committee	Malden, Canton
9/18	CT DB Advisory Board	Wethersfield, CT

CONSULTATION SUMMARY

Rose Ciesla, Consultant
October 1, 1994 - September 30, 1995

MASSACHUSETTS

DATES	PROGRAM	TOWN
4/11, 5/23	GLEC	Andover

CONFERENCES/WORKSHOPS ATTENDED

Date	Topic	Location
11/4-11/6	Family Weekend	Falmouth, MA
2/-6-2/7	Creative Problem Solving	Watertown, MA
4/12	Technical Assistance	Watertown, MA
6/8-6/11	Infant Massage	Portland, ME
6/19-6/23	Lilli Nielson	Novi, MI

CONFERENCES/WORKSHOPS PRESENTED

Date	Topic	Location
1/18, 2/1, 2/8	Van Dijk Communication Workshop	Andover &

PROFESSIONAL MEETINGS/COMMITTEES

Date	Topic	Location
10/6, 11/15, 1/25, 3/9, 5/17, 9/28	Deaf-Blind Support	Watertown, MA

CONSULTATION SUMMARY

Linda Collins - Consultant
October 1, 1994 - September 30, 1995

Massachusetts

Dates	Program	Town
10/27	Marshfield Public Schools	Marshfield
10/20, 11/28, 9/25	Cotting School	Lexington
12/2	Hyannis Public School (Preschool)	Hyannis
4/3	South Shore Collaborative	Hingham
5/2	Perkins School for the Blind	Watertown
6/26	Swartz Rehabilitation Center	New Bedford
7/20, 7/25	North River Collaborative	Whitman

Conferences/Workshops Attended

Date	Topic	Location
2/6-2/7	Creative Problem Solving	Watertown
4/12	Technical Assistance Workshop	Watertown
5/23	Communication Seminar	Watertown
11/5-11/6	NEC Family Weekend	Falmouth

Professional Meetings

Date	Topic	Location
10/6, 11/15, 1/25, 5/17, 6/12	Deaf-Blind Support Group	Watertown

Total number of Early Intervention Programs: 3
Total number of children followed at risk: 1
Total number of children identified during this reporting period: 0
Total number of children previously identified and receiving services, 0-3 years of age: 2
Total number of children who are getting services that turned 3 years of age during this reporting period: 0

CONSULTATION SUMMARY

Aida L. Savas - Educational Consultant
October 1, 1994 to September 30, 1995

Dates	Program	Town
Oct. 4, Apr. 10,Apr. 27	Quincy UCP	Quincy
Oct. 4,	Home Visit	Marshfield
Oct. 25	Shore Collaborative	Melrose
Nov. 1	LAB Collaborative	Burlington
Nov. 3	Home Visit	Malden
Nov. 16	Cotting School	Lexington
Nov. 28	IEP Mtg.	Andover
Nov. 29, Dec. 6	Marshfield Collaborative	Marshfield
Dec. 13	EPIC Program	Haverhill
Dec. 13	IEP Mtg.	Lowell
Jan. 27	Home Visit	Haverhill
Feb. 15	Linden School	Malden
March 14	IEP Mtg.	Haverhill
June 12	Professional Center	Andover
Sept. 21	EPIC Program	N. Andover

Professional Meetings

Oct. 6, Nov. 15, Jan. 11, Jan. 25, May 1, May 17 June 12	DB Support Group	Watertown

Conferences / In-Services

Date	Topic	Location
Oct. 19, 20	NEC New Staff Workshop	Watertown
Nov. 5, 6	NEC Family Weekend	Falmouth
Nov. 9	Optical Devices	Watertown
Feb. 6,7	Creative Problem Solving	Watertown
Apr. 12	Technical Assistance	Watertown
May 23	Communication	Watertown

Total number of Early Intervention Programs: 1
Total number of children followed at risk: 1
Total number of children identify during this period: 1
Total number of children peviously identified and receiving services 0 - 3: 1
Total number of children who are getting services that turned 3 during this period: 0

CONSULTATION SUMMARY

Alex Truesdell - Assistive Device Specialist
October 1, 1994 - September 30, 1995

MASSACHUSETTS

DATES	PROGRAM	TOWN
10/25	Wampatauk Elementary School	Scituate
2/14, 4/10	Horace Mann	Boston
3/14, 3/16	Northampton Pediatric Nursing Home	Northampton
9/7	Childrens Extended Care	Groton
10/3, 10/12, 10/17, 10/24, 10/25, 10/26, 11/9, 12/2, 12/7, 1/18, 1/23, 1/30, 2/2, 4/12, 4/13	Perkins School for the Blind	Watertown

CONNECTICUT

DATES	PROGRAM	TOWN
11/1, 11/3	Home based Program	Old Saybrook

NEW HAMPSHIRE

DATES	PROGRAM	TOWN
2/8, 2/9	MICE	Concord

CONFERENCES/WORKSHOPS PRESENTED

Date	Topic	Location
10/20	NEC New Staff Workshop	Watertown, MA
11/15	NEC Family Weekend	Hyannis, MA
3/9, 3/10	New England Resna Conference	Milford, MA
11/29, 12/1	State Assistive Device Conference	Hartford, CT

PROFESSIONAL MEETINGS/COMMITTEES

Date	Topic	Location
10/6	Deaf-Blind Support Group	Watertown
2/6, 2/7	NEC - Creative Problem Solving	Watertown
2/20, 3/29, 7/5, 7/11, 9/6, 9/28	NEC Staff meetings	Watertown
4/12	What Is Technical Assistance?	Watertown

CONSULTATION SUMMARY

Charlotte Cushman - Educational Consultant
October 1, 1995 to December 31, 1995

Dates	Program	Town
10/3	Division for the Blind and Visually Impaired	Augusta, ME
10/4, 11/6, 11/20	Levinson Center	Bangor, ME
10/12, 12/20	Garland Street School	Bangor, ME
10/13, 12/5	Bangor High School	Bangor, ME
10/16	Home Visit	Brooksville, ME
10/17-10/19	New Staff Workshop	Watertown, MA
10/20, 11/14, 12/7	Portsmouth Early Education Program	Portsmouth, NH
10/25, 11/9	United Cerebral Palsy	Bangor, ME
10/30, 11/1, 11/28, 12/18, 12/20	Capri Street School	Brewer, ME
10/31, 11/13, 12/4, 12/20	Eastern Maine Medical Center	Bangor, ME
11/2	Guy E. Rowe School	Norway, ME
11/7, 11/29, 12/14	North Haven Community School	North Haven, ME
11/14, 12/7, 12/11	Edgewood Center	Portsmouth, NH
11/17	Margaret Chase Smith School	Skowhegan, ME
11/30, 12/19	Winslow Elementary School	Winslow, ME
12/6	NEC Advisory Board	Watertown, MA
12/8	Maine Center for the Blind and Visually Impaired	Portland, ME
12/12	Dr. Charles C. Knowlton School	Ellsworth, ME

BEST COPY AVAILABLE

CONSULTATION SUMMARY

Karen Olson - Consultant
October 1, 1994 - September 30 , 1995

CONSULTATION SUMMARY
OCTOBER 1 - DECEMBER 31, 1995

DATES	PROGRAM	TOWN
10/4,12/13	Home Visit	Woodbury
10/6	Home Visit	Norwich
10/25	CREC -Hearing Impaired	Wethersfield
10/26	Grace Lutheran	Stratford
10/26	St Vincent's Special Needs	Trumbull
10/26, 11/16	Gaffney Elementary	New Britain
11/9	St. Mark's Pre-School	Mystic
11/9	East Haven Public Schools	East Haven
11/9	Home Visit	Cheshire
11/17,12/11	Home Visit	Bethel
11/17,12/11	Home Visit	New Milford
12/11	Home Visit	Naugatuck
12/13	Coleytown Middle School	Westport

DATES	CONFERENCE/WORKSHOP	LOCATION
10/10	AER	Worcester
10/11	Paraprofessional Workshop	Hartford
10/17-19	New Staff Workshop	Watertown
11/1	Materials Development Mtg.	Watertown
11/15	AER	Mystic
11/30	Professional Workshop Communicating W/ D-B	Hartford
12/6	D-B Advisory Mtg.	Watertown

NH

OCTOBER 1, 1994 - SEPTEMBER 30, 1995

MONTH	DISTRICT	CONTACTS	CONSULTANT
OCTOBER, 1994	BEDFORD	1	MORSE
OCTOBER, 1994	HUDSON	2	MORSE
OCTOBER, 1994	NEWMARKET	3	HANRAHAN
OCTOBER, 1994	HUDSON	2	MORSE
OCTOBER, 1994	MONADNOCK REG	2	MORSE
OCTOBER, 1994	CONCORD	2	MORSE
OCTOBER, 1994	JAFFREY RINDGE	2	MORSE
OCTOBER, 1994	HOLLIS	1	MORSE
OCTOBER, 1994	PITTSFIELD	2	MORSE
OCTOBER, 1994	MERRIMACK	1	MORSE
OCTOBER, 1994	MANCHESTER	2	MORSE
OCTOBER, 1994	STRATHAM	3	HANRAHAN
OCTOBER, 1994	CONCORD	1	MORSE
OCTOBER, 1994	NEWMARKET	1	MORSE
OCTOBER, 1994	STRATHAM	1	MORSE
OCTOBER, 1994	STRATHAM	1	MORSE
NOVEMBER, 1994	EXETER	4	MORSE
NOVEMBER, 1994	LACONIA	3	MORSE
NOVEMBER, 1994	MERRIMACK	2	MORSE
NOVEMBER, 1994	MERRIMACK VALLEY	1	MORSE
NOVEMBER, 1994	PITTSBURG	1	MORSE
NOVEMBER, 1994	TIMBERLANE REG	2	MORSE
NOVEMBER, 1994	NEW BOSTON	2	MORSE
NOVEMBER, 1994	STRATHAM	3	HANRAHAN
NOVEMBER, 1994	BEDFORD	2	MORSE
NOVEMBER, 1994	DERRY	3	MORSE
NOVEMBER, 1994	MONADNOCK REG	1	MORSE
NOVEMBER, 1994	WINNISQUAM REG	2	MORSE
DECEMBER, 1994	SEABROOK	2	MORSE
DECEMBER, 1994	MANCHESTER	2	HANRAHAN
DECEMBER, 1994	CONCORD	1	MORSE
DECEMBER, 1994	STRATHAM	1	MORSE
DECEMBER, 1994	BEDFORD	1	MORSE
DECEMBER, 1994	HUDSON	2	MORSE
DECEMBER, 1994	LACONIA	1	MORSE
DECEMBER, 1994	DERRY	1	MORSE
DECEMBER, 1994	MONADNOCK REG	2	MORSE
DECEMBER, 1994	MERRIMACK	1	MORSE
DECEMBER, 1994	WINNISQUAM REG	2	MORSE
DECEMBER, 1994	HOLLIS	1	MORSE

OCTOBER 1, 1994 - SEPTEMBER 30, 1995

MONTH	DISTRICT	CONTACTS	CONSULTANT
DECEMBER, 1994	PITTSFIELD	2	MORSE
DECEMBER, 1994	MERRIMACK	2	MORSE
DECEMBER, 1994	MANCHESTER	1	MORSE
JANUARY, 1995	BERLIN	2	MORSE
JANUARY, 1995	KEARSARGE REG	1	MORSE
JANUARY, 1995	BARRINGTON	1	MORSE
JANUARY, 1995	HAVERHILL COOP	1	MORSE
JANUARY, 1995	CONCORD	1	MORSE
JANUARY, 1995	STRATHAM	1	MORSE
JANUARY, 1995	BEDFORD	3	MORSE
JANUARY, 1995	HUDSON	2	MORSE
JANUARY, 1995	NEWMARKET	3	MORSE
JANUARY, 1995	HUDSON	2	MORSE
JANUARY, 1995	LACONIA	2	MORSE
JANUARY, 1994	SEABROOK	2	MORSE
JANUARY, 1995	MONADNOCK REG	2	MORSE
JANUARY, 1995	MERRIMACK VALLEY	2	MORSE
JANUARY, 1995	PITTSBURG	1	MORSE
JANUARY, 1995	JAFFREY RINDGE	2	MORSE
JANUARY, 1995	NEW BOSTON	2	MORSE
JANUARY, 1995	PITTSFIELD	2	MORSE
JANUARY, 1995	MANCHESTER	2	MORSE
FEBRUARY, 1995	BROOKLINE	3	MORSE
FEBRUARY, 1995	PORTSMOUTH	3	HANRAHAN
FEBRUARY, 1995	CONCORD	1	MORSE
FEBRUARY, 1995	MANCHESTER	1	MORSE
FEBRUARY, 1995	PORTSMOUTH	3	MORSE
FEBRUARY, 1995	STRATHAM	2	HANRAHAN
FEBRUARY, 1995	STRATHAM	1	MORSE
FEBRUARY, 1995	WINNISQUAM REG	1	MORSE
FEBRUARY, 1995	BEDFORD	3	MORSE
FEBRUARY, 1995	HUDSON	2	MORSE
FEBRUARY, 1995	NEWMARKET	2	MORSE
FEBRUARY, 1995	HUDSON	1	MORSE
FEBRUARY, 1995	LACONIA	3	MORSE
FEBRUARY, 1995	MONADNOCK REG	1	MORSE
FEBRUARY, 1995	MERRIMACK	2	MORSE
FEBRUARY, 1995	WINNISQUAM REG	1	MORSE
FEBRUARY, 1995	CONCORD	3	MORSE
FEBRUARY, 1995	HOLLIS	1	MORSE

OCTOBER 1, 1994 - SEPTEMBER 30, 1995

MONTH	DISTRICT	CONTACTS	CONSULTANT
MARCH, 1995	MANCHESTER	1	MORSE
MARCH, 1995	MILFORD	2	MORSE
MARCH, 1995	FARMINGTON	2	HANRAHAN
MARCH, 1995	ROCHESTER	2	HANRAHAN
MARCH, 1995	WINNISQUAM REG	1	MORSE
MARCH, 1995	CONCORD	1	MORSE
MARCH, 1995	HUDSON	2	MORSE
MARCH, 1995	HUDSON	1	MORSE
MARCH, 1995	BATH	2	MORSE
MARCH, 1995	MANCHESTER	2	MORSE
MARCH, 1995	MERRIMACK VALLEY	4	MORSE
MARCH, 1995	TIMBERLANE REG	2	MORSE
MARCH, 1995	MANCHESTER	2	MORSE
MARCH, 1995	BROOKLINE	1	MORSE
APRIL, 1995	BATH	4	MORSE
APRIL, 1995	WINNISQUAM REG	1	HANRAHAN
APRIL, 1995	NASHUA	3	HANRAHAN
APRIL, 1995	WINNISQUAM REG	4	HANRAHAN
APRIL, 1995	LACONIA	3	HANRAHAN
APRIL, 1995	PORTSMOUTH	1	HANRAHAN
APRIL, 1995	BEDFORD	5	MORSE
APRIL, 1995	HUDSON	2	MORSE
APRIL, 1995	NEWMARKET	1	MORSE
APRIL, 1995	LACONIA	3	MORSE
APRIL, 1994	MANCHESTER	1	MORSE
APRIL, 1995	WINNISQUAM REG	1	MORSE
APRIL, 1995	WINNISQUAM REG	1	HANRAHAN
APRIL, 1995	CONCORD	1	MORSE
APRIL, 1995	MERRIMACK VALLEY	1	MORSE
APRIL, 1995	HOLLIS	2	MORSE
APRIL, 1995	PITTSFIELD	1	MORSE
MAY, 1995	PELHAM	1	MORSE
MAY, 1995	WINNISQUAM REG	1	MORSE
MAY, 1995	STRATHAM	1	MORSE
MAY, 1995	BERLIN	2	MORSE
MAY, 1995	BEDFORD	1	MORSE
MAY, 1995	HUDSON	1	MORSE
MAY, 1995	NEWMARKET	1	MORSE
MAY, 1995	LACONIA	4	MORSE
MAY, 1994	MONADNOCK REG	2	MORSE

OCTOBER 1, 1994 - SEPTEMBER 30, 1995

MONTH	DISTRICT	CONTACTS	CONSULTANT
MAY, 1995	BATH	1	MORSE
MAY, 1995	MANCHESTER	1	MORSE
MAY, 1995	WINNISQUAM REG	2	MORSE
MAY, 1995	CONCORD	1	MORSE
MAY, 1995	NEW BOSTON	2	MORSE
MAY, 1995	PITTSFIELD	1	HANRAHAN
MAY, 1995	BROOKLINE	2	MORSE
JUNE, 1995	WINNISQUAM REG	1	MORSE
JULY, 1995	WINNISQUAM REG	1	MORSE
JULY, 1995	CONCORD	1	MORSE
JULY, 1995	STRATHAM	3	HANRAHAN
AUGUST, 1995	CONCORD	1	MORSE
AUGUST, 1995	WINNISQUAM REG	1	MORSE
AUGUST, 1995	PORTSMOUTH	2	MORSE
SEPTEMBER, 1995	CONCORD	1	MORSE
SEPTEMBER, 1995	PORTSMOUTH	3	MORSE

Workshops

Workshops
October 1, 1994 - September 30, 1995

Workshop Name	Date	Presenter(s)	Location	Sponsors
Understanding Jon's Vision & Hearing Loss	10/5/94	Lisa Jacobs, Janet Bonner, June Reynolds	Saugus High School, Saugus, MA	NEC
Understanding Low Vision	1/24/95	Lisa Jacobs	Learning Center for Deaf Children, Framingham, MA	NEC
Creative Problem Solving Process Training	2/6/95	Gigi DeVault, Ms. Fischer	New England Center	NEC
Communication & Functional Curriculum Part I	3/15/95	Susan DeCaluwe	Braintree St. Coletta Day Sch, Braintree, MA	NEC
What Do I Do On Monday?	3/24/95	Lisa Jacobs, M.Ed. Susan DeCaluwe, M.Ed.	CT Institute for the Blind, Hartford, CT	NEC/BESB/ SERC
Communication & Functional Curriculum Part II	3/29/95	Susan DeCaluwe	Braintree St. Coletta Day Sch, Braintree, MA	NEC

Workshops
October 1, 1994 - September 30, 1995

Workshop Name	Date	Presenter(s)	Location	Sponsors
What Is Technical Assistance?	4/12/95	Ellen Lang	Perkins School f/t Blind	NEC
Processes and Strategies That Enable Successfull Transitions	6/18/95	Marianne Riggio, Carole Gothelf, Daniel Crimmins, Kathleen McNulty & Betsy McGinnity	Ramada Inn - Merrimack, NH	NEC
Person Centered Guide for Planning	6/27/95	Kathy McNulty	Pinetree Arborteum, Augusta, ME	NEC/DBVI
What Is NEC?	9/6/95	Lisa Jacobs	NHESSI, NH	NEC

August 15, 1994

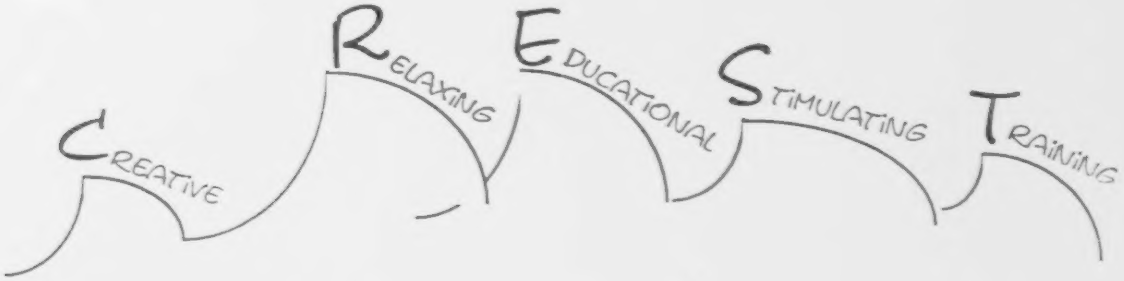
Dear Parents,

The New England Center for Deaf-Blind Services, in conjunction with parent members of the Family Weekend Planning Team, are happy to invite you to a **Family Weekend** at the **Sea Crest Oceanfront Resort** in Falmouth, Massachusetts on Cape Cod. This weekend will be November 5 and 6, 1994. The theme this year will be ***"Ride the Crest!"***

The agenda for the **Family Weekend** will be exciting and full of opportunities to socialize and network! The tentative schedule for parents is enclosed. Children and youth will participate in a variety of activities at the resort. Teens will be involved with creating a video tape of the weekend's events, along with other activities. We hope you will consider this an opportunity for your whole family to learn, share and grow.

Our Center will provide for the entire family; child with deaf-blindness, brothers, sisters and parents, **AT NO CHARGE**. Families can arrive on Friday (after 3 PM) to check in to the resort. The **Center** will host a welcome reception and registration that evening. Saturday childcare, meals, and activities will be provided. Saturday evening will be informal with music (sign language interpreted), and opportunities to meet other families. Sunday check out time will be 11 AM. Sunday breakfast will be provided along with childcare during the adult morning presentation. Lunch will not be included, however, the resort and local area have a variety of dining options if you choose.

We will be accepting families on a first come first serve basis. We will send you a complete confirmation packet, including directions, finalized schedules, and childcare arrangements during the first week of October. **Registrations must be received no later than September 19, 1994.** We look forward to seeing you all for our
"Ride the Crest!" weekend.



Sincerely,

Lisa Jacobs | Mara Evans | Carol Leonesio

Lisa Jacobs
Coordinating Consultant

Susan DeCaluwe
Educational Consultant

Mara Evans
Transition Consultant

Carol Leonesio
Secretary

Parent Planning Team Members: Carolyn Santoro, Heidi Miller, Elissa Hoover

ME/CL:cl
enclosures

NEC FAMILY WEEKEND PARENT SCHEDULE
November 4,5,6, 1994

Friday, November 4

DATE/TIME:	PARENT EVENT:	LOCATION:
5 p.m. & after	Arrival, registration, room assignments	
6 p.m. - 8 p.m.	Family Reception Speciality Group Meetings Usher's MA Coalition CT Parent Group	NAUSET III

Saturday, November 5

DATE/TIME:	PARENT EVENT:	LOCATION:
7:00 - 8:30 a.m.	Breakfast with Family	OCEANFRONT DINING ROOM
8:45 - 9:00 a.m.	Drop-off all Children	SURF LOUNGE (NEXT TO THE DINING ROOM)
9:00 a.m. - Noon	Keynote Address "Managing the Waves When You're Working with a Team" Kevin O'Connor	NAUSET III
Noon - 12:15 p.m.	Pick-up Children	SURF LOUNGE
12:15 p.m. - 1:15 p.m.	Lunch with Family	OCEANFRONT DINING ROOM
1:15 p.m.-1:30 p.m.	Drop-off all Children	SURF LOUNGE
1:30 p.m. - 2:45 p.m.	Workshop Options	
	Parent to parent, Susan LaVenture	SURF LOUNGE
	Understanding Vision/Hearing Loss, Karen Olson, Karen Cote	NAUSET III
	Transition: It's Never too Early, It's Never too Late, Mara Evans, Pat Sheridan, Diane Hamblett	NAUSET III
	How to Build a Conversation with my Child? Barbara Miles	SURF LOUNGE
	Accessibility at It's Best! Alex Truesdell	RACEPOINT

NEC FAMILY WEEKEND PARENT SCHEDULE
November 4,5,6, 1994

2:45 p.m. - 3:00 p.m.	Break and Snack	
3:00 p.m. - 4:30 p.m.	Large Group Session "Setting the Course - Together Everyone Achieves More" Kevin O'Connor	NAUSET III
4:30 p.m. - 4:40 p.m.	Pick-up Children	SURF LOUNGE
6:00 p.m - 7:00 p.m.	Dinner with Family	OCEANFRONT DINING ROOM
7:30 p.m. - 9:30 p.m.	D.J. and Interpreter	NAUSET III

Sunday, November 6

7:00 - 8:30 a.m.	Breakfast with Family	OCEANFRONT DINING ROOM
8:45 - 9:00 a.m.	Drop-off all Children	SURF LOUNGE
9:00 - 11:00 a.m.	Presentation: "How Do You Work with the Sustem to Get What You Want for Your Child?" Dee Spinkston	NAUSET III
11:00 - 11:15 A.M.	Pick-up Children	SURF LOUNGE
11:15 - 12:00 noon	Wrap-up	NAUSET III

Lunch will be on your own, families can access hotel facilities

New Staff Workshop '94

October 19-21, 1994

agenda

Workshop Goal: To provide an opportunity for participants to acquire a basic understanding of teaching techniques, tools, and strategies for creating communicative environments for individuals with deaf-blindness.

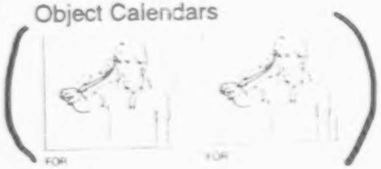
Wednesday, October 19

NORTH BUILDING- AUDITORIUM

8:00	Registration, (Coffee and Danish provided)
8:30	Welcome and Introductions Goals of the Workshop reviewed **Lisa Jacobs, Coordinator** ***NEC***
9:00	The significance of vision and hearing as primary learning modalities, services and suggested modifications **Presenters:** **Karen Shane Cote, *ME State Coord.*** **Karen Olson, *CT Ed. Projects Coord.***
12:00	LUNCH (Dwight Hall, Howe Bldg.)
1:00	Small Group Activities & Discussion (Divided by age of person whom you teach)
2:45	Break
3:00	Facilitators Report Group Findings
3:30	Impact of Vision & Hearing Loss on Communciation **Presenter: Barbara Miles,**
4:30	Wrap Up

Thursday, October 20

8:30	What Is Communication?: Characteristics of a Good Conversation - A Whole Person Approach **Presenter: Barbara Miles, *Communication Specialist***
10:00	Break
10:15	The Key To A Good Conversation **Small Group Facilitators**
12:00	LUNCH (Dwight Hall, Howe Bldg.)
1:00	Object Calendars
2:00	Break
2:15-4:15	The World of Object Calendars **Presenters: Barbara Miles, Mary Zatta, Gene Hoy, & Alex Truesdell**
4:30-6:30	Social



Friday, October 21

8:30	Collaborative Teaming **Presenters: Lisa Jacobs, Tracy Evans Luiselli, Susan DeCaluwe**
10:00-10:30	Break Travel to Session
10:30-12:00	***For All Direct Care Staff:*** The Relationship: Child-Environment-Activity-Material, **Presenter: Mary T. Morse** ***For All Administrators, Teachers, Therapists, Facility Coordinators, House Managers:*** Creating A Vision, **Presenter: Susan DeCaluwe**
12:00-1:00	LUNCH (Dwight Hall-Howe Bldg. Seating arranged by State & Region
1:00	Plans for Change & MAPS (Dwight Hall-Howe Bldg.)
3:00	Closing Activity & Certificates for participants successfully completing 3 day training - Auditorium

Advisory Board /Instate Planning Meetings

State Planning Meetings/Advisory Board Meetings
October 1, 1994 - September 30, 1995

Type of Meeting	Date	Presenter(s)	Location
MA Instate Planning Meeting	9/21/94	Tom Miller, Lisa Jacobs, Mitch Sanborn, MaryEllen Barbiasz	Perkins School for the Blind, Watertown, MA
ME Instate Planning Meeting	8/29/95	Kevin O'Connor	Comfort Inn, Augusta, ME
Advisory Boad Meeting	10/4/94	Lisa Jacobs, Barbara Mason, Marianne Riggio	Perkins School f/t Blind
Advisory Boad Meeting	1/11/95	Barbara Mason, Lisa Jacobs, Karen Olson, Jean Small, Bill Finn, Tom Miller, Karen Cote, Mike Collins, Kathy Morgan, Jaimi Lard, Karen Norwell, Steve Perrault, Sue Christianson, Dee Spinkston, Beth Caruso, Susan DeCaluwe, Mara Evans	Perkins School f/t Blind
Advisory Boad Meeting	5/17/95	Barbara Mason, Lisa Jacobs, Karen Olson, Jean Small, Bill Finn, Tom Miller, Karen Cote, Mike Collins, Marianne Riggio, Betsy McGinnity, Barbara McLetchie, Mary Morse, Jaimi Lard, dee Spinkston, Beth Caruso, Susan DeCaluwe, Tracy Evans Luiselli	Perkins School f/t Blind

Agencies

AGENCIES SERVING NEC REGISTERED DEAF-BLIND CHILDREN

BESB
Kathy Morgan
170 Ridge Rd.
Wethersfield CT 06109

Lower Pioneer Valley Collaborative
180 Maple Street
E. Longmeadow MA 01028

EAST MOUNTAIN CENTER
JOYCE WELCH
155 CHESTNUT ST.
SPRINGFIELD MA 01103

CT Institute for the Blind
Lars Guldagher
120 Holcomb St.
Hartford CT 06112

Mt. Greylock Reg Sch Dist
1781 Cold Springs Rd.
Williamstown MA 01267

Perkins Outreach
RICHARD ELY
168 Main St.
Northfield MA 01360

ASBURNHAM/WESTMINSTER REGIONAL
ROXANNE ZAHARCHUCK/CHUCK KAROUSKIS
1 LEOMINSTER
WESTMINSTER MA 01473

ARBORWAY SCHOOL
JEANNE MAHANNA
147 SOUTH HUNTINGTON ST.
BOSTON MA 02130

Learning Ctr f/t Deaf
Jodi Cort
848 Central St.
Framingham MA 01701

Children's Extended Care Ctr.
Sherrill Butterfield
Hillside Avenue
Groton MA 01450

Granby Public Schools
George Dewallibie
West St. School
Granby MA 01033

Valley Infant Development
Karen Chiccoine
342 Birnie Ave.
Springfield MA 01107

United Cerebral Palsy
Brenda Shelley
469 North St.
Pittsfield MA 01201

Williamstown P.S.
Beth Nichols
96 School St.
Williamstown MA 01267

Erving Elementary School
Maryann Clarkson
28 NORTHFIELD RD.
Erving MA 01349

MCB - REGION II CENTRAL MASS
JANE ROSEN
340 Main St., Suite 650
Worcester MA

Worcester Public Sch-UMASS Medic
Alice Taverna
55 Lake Ave. North
Worcester MA 01655

Greater Lawrence Ed. Collaborative
Bernice Pierce
10 Pemberton Way
Lawrence MA 01840

AGENCIES SERVING NEC REGISTERED DEAF-BLIND CHILDREN

Haverhill Public Sch
4 Summer St.
Haverhill MA 01830

Waltham-Weston EI
STEPAHNIE O'HARA
15A High St.
Winchester MA 01890

BICO Collaborative - Kennedy School
Jackie Martino
Pond St.
Franklin MA 02038

HORACE MANN SCHOOL
LAURA DAVIS, COOR. OF MULTI SRVS.
500 CAMBRIDGE ST.
ALLSTON MA 02134

Tri-City Early Intervention
Tania Tremel
10 CAB0T RD.
Medford MA 02155

Roosevelt School
Ellen Mazel
253 Vinton St.
Melrose MA 02176

MCB
Kathy Belanger
800 Purchase St.
New Bedford MA 02740

North River Collaborative
Lynn B. Rowe
198 Spring St.
Rockand MA 02370

Massachusetts General Hospital
Fruit St.
Boston MA

Anne Sullivan Center
Mary Carroll
PO Box 40
Tewksbury MA 01876

Boston PS-Dept of Vis Resources
Jane Drinkwater
Rodgers Middle School
Hyde Park MA 02136

Bay Cove E.I.
Cindy Rehnberg
1392 Dorchester Ave.
Dorchester MA

HYDE PARK HIGH SCHOOL
PAULA PUZINAS
655 METROPOLITAN AVE.
HYDE PARK MA 02136

Tri-City Early Intervention
Tania Treml
10 CABOT RD.
Medford MA 02155

Kennedy-Donovan Center
Kathy Wade
Attleboro MA

Kennedy Donnovan E.I.
Ann McCarthy
64 Industrial Park Rd.
Plymouth MA

CAPE COD EARLY INTERVENTION
KIM NELSON
83 PEARL ST.
HYANNIS MA 02604

Swartz Rehabilitation Ctr
Barry De St. Croix
374 Rockdale Ave.
New Bedford MA 02740

AGENCIES SERVING NEC REGISTERED DEAF-BLIND CHILDREN

North River Collaborative
Lynn B. Rowe
198 Spring St.
Rockland MA 02370

DBVI
JEFF JONES
396 GRIFFIN ROAD
BANGOR ME 04401

DEPT. OF ED/Division for the Blind and Visually
Bill Anderson
509 Forest Avenue
Portland ME 04101

MICE
Janet Halley/Mary Morse
117 PLEASANT ST.- DOLLOFF BLDG.
Concord NH 03301

Programs

CONNECTICUT PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
ACES	Judy Warner	205 Skiff St.	Hamden	
ACES - Mill Road School	Kathy DeSantis - Teacher	295 Mill Rd School	North Haven	[illegible]
AMERICAN SCHOOL FOR THE DEAF	ED. PELLITIER	139 N. MAIN ST.	W. HARTFORD	4
BREWSTER SCHOOL		126 TUTTLE RD.	DURHAM	1
BUCKLEY SCHOOL	LINDY GERMANO/NORA LUSH	250 VERNON ST.	Manchester	1
Calvary Nursery School	Karen Boscorino	745 BRIDGE ST.	Suffield	1
CHILDREN'S CORNER OF FAIRFIELD	KELLY CHRISTIANSON	901 KING'S HIGHWAY	FAIRFIELD	1
CHIPPENS HILL SCHOOL	BARBARA WATERMAN	551 PEACEDALE ST.	Bristol	1
CIB- OAK HILL SCHOOL/CHIPPERS HILL MIDDLE SCHOOL		551 PEACEDALE ST.	BRISTOL	2
COLEYTOWN MIDDLE SCHOOL	KATE MCGRAW, SPED DIR.	255 NORTH AVENUE	WESTPORT	[illegible]
COVENTRY GRAMMAR SCHOOL		3453 MAIN ST.	COVENTRY	1
CREC	JENNIFER KOLZAK	129 HARTFORD AVE	WETHERSFIELD	1
CREC - Nathan Hale School	Chris Johnston	Atkins Street Extension	Meriden	1
CT Institute for the Blind	Anna Eddy	120 Holcomb St.	Hartford	2

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CONNECTICUT PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
Darcey School	Joanie Gattinella	1686 Waterbury Rd.	Cheshire	1
DMR	Liz Murphy	516 White Plains Rd.	Trumbull	1
Dr. Thomas S. O'Connell School	Judy Paddei	301 May Rd.	East Hartford	1
EARLY CONNECTIONS (0-3)	AUDRA STROLIN	400 MAIN STREET	DANBURY	1
East Hampton School - Grade 3	MARYELLEN LUDDY		E. Hampton	1
East Windsor Intermediate School		38 Main St.	Broadbrook	1
EASTER SEALS	CYNTHIA GOLDBERG	95 HAMILTON ST.	NEW HAVEN	1
FRANKLIN ELEMENTARY SCHOOL	Betty Metzler	206 POND RD.	NO. FRANKLIN	1
GAFFNEY SCHOOL	ANGELA LEPORE	322 SLATER ROAD	NEW BRITAIN	3
GLASTONBURY HIGH SCHOOL	GARY NOLF, SPED ADMIN	330 HUBBORD ST.	GLASTONBURY	1
Harding High School	John Wargo	1734 Central Avenue	Bridgeport	1
Henry James	Deb Cerves	155 Firetown Rd.	Simsbury	1
KATHLEEN E. GOODWIN.	JUDITH BABCOCK	80 OLD BOSTON POST RD.	OLD SAYBROOK	1
KEIGWIN ANNEX		99 SPRUCE ST.	MIDDLETOWN	1

CONNECTICUT PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
Lyman High School	Mary Boretz	891 Exeter Rd.	Lebanon	1
Michael F. Wallace Middle School		3465 East Main St.	Waterbury	1
NATHAN HALE SCHOOL	Kathy Levanti/Kat Weston	BEECH DRIVE	New London	1
NORTH CENTRAL FAMILY SERVICE COORDINATOR CENTER	JANE CROWELL	599 MATIANUCK AVE	WINDSOR	1
NORTH END MIDDLE SCHOOL		BUCKS HILL RD.	WATERBURY	1
POMFRET SCHOOL	Faith Pudney, Vision Teacher	POMFRET CENTER	Pomfret	1
Pomperaug Elementary School		607 Main St.	Southbury	1
PULASKI SCHOOL		757 FARMINGTON	New Britain	1
R.F.S.C.C. (S.C.)	NANCY SHAW		HAMDEN	1
RESCUE	JULIEN FLANIGAN	PO BOX 909	LITCHFIELD	1
RIPTON ELEMENTARY SCHOOL	RICHARD BAIRD	LONG HILL AVENUE	SHELTON	1
SCRFSCC	DAVID FRANK	785 UNQUOWA RD.	FAIRFIELD	1
SEABIRD ENTERPRISES	BOBBIE STOTLER	PO BOX 1085	GROTON	1
SERFSCC	JAN LEHRMAN	PO BOX 220	E. LYME	1

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CONNECTICUT PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
SIMPSON-WAVERLY SCHOOL		55 WAVERLY ST.	HARTFORD	1
SKANE SEC	CHRIS KOWINKO	2977 N. MADISON AVE	BRIDGEPORT	1
South Street School	JOANNE METTEO	Gower Rd.	New Canaan	2
SOUTHWEST RFSCC : 0-3	ALICE RIDGEWAY	785 UNQUOWA RD.	FAIRFIELD	1
Special Needs Center, Trumbull	LYDIA ROSE	95 Merritt Blvd.	Trumbull	1
SPED-NATHAN HALE SCHOOL	AUDREY BURKE	ATKINS ST. EXT.	MERIDEN	1
Stafford School	BARBARA WATERMAN	212 Louisiana Ave.	Bristol	1
STEPNEY SCHOOL	KATHY LIGOURI, SPED TEACHER	180 OLD NEWTOWN RD.	MONROE	1
Stratfield School		1407 Melville Ave.	Fairfield	1
SUFFIELD HIGH SCHOOL	JANE CURRIE, SPED DIR	350 MOUNTAIN RD.	SUFFIELD	1
WILBUR CROSS HIGH SCHOOL		181 MITCHELL DRIVE	NEW HAVEN	1
WILLBY HIGH SCHOOL		BUCKS HILL RD.	WATERBURY	1
WOLCOTT ELEMENTARY SCHOOL	KRIS WORTLEY	71 WOLCOTT RD.	W HARTFORD	2

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MASSACHUSETTS PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
A.B.L.E. -E.N. White School	Ann Cullen	1 Jefferson St.	Holyoke	
ACCEPT Educational Collaborative	Marilyn Burns	454 Water St.	Framingham	1
ANN SARGENT SCHOOL - GLECK COLLAB.		300 ABBOTT ST.	No. Andover	1
ANN SULLIVAN CENTER	ROSE O'CONNOR	PO BOX 480	TEWSKBURY	1
ARBORWAY SCHOOL	Lisa Kilroe	147 SO. HUNTINGTON AVE.	BOSTON	1
BAILEY SCHOOL	JEANNE MCCRADY	175 CAMPBELL DR.	LOWELL	1
BERKSHIRE MEADOWS	CLAUDIA MARTIN	RFD 1 - 249 NORTH PLAIN RD.	HOUSATONIC	4
Beverly Sch f/t Deaf	Alice Gabriel	6 Echo Ave.	Beverley	2
BICO (BI COUNTY COLLORATIVE) EDC MANSFIELD	DEBBIE CHENNISI	JORDAN/JACKSON SCHOOL - 265 EAST ST.	MANSFIELD	1
BICO Collaborative - Kennedy School	Jacqueline Martino-VI	Pond St.	Franklin	1
C.T. PLUNKETT	ROBIN POIROT	14 COMMERCIAL ST.	ADAMS	1
CAPE COD CHILD DEVELOPMENT INC.	MARY BEAUDREAU	83 PEARL ST.	HYANNIS	1
Cape Cod Collaborative - Otis Elementary School	Barbara Pratt	5800 Curtis Blvd. - Otis Air Force Base	Bourne	1
CAPS Collaborative	Robert Foley	75 E. Broadway St	Gardner	1
Central High School	Al Fabrias - Teacher		Springfield	1
Chaffee School	Rachel Pietle	Clover St.	Oxford	1

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MASSACHUSETTS PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
CHARMS COLLABORATIVE		HIGH STREET	RANDOLPH	1
CHILDREN'S DEVELOPMENTAL DISABILITIES CENTER	ELIZABETH LAWRENCE	105 ADAMS ST.	QUINCY	1
Children's Extended Care Ctr.	RICHARD MURPHY	Hillside Ave.	Groton	3
CID PROGRAM-REEDS COLLABORATIVE	RALPH FRIEDMAN, OUT OF DIST. COORD.	SPRING ST.	W. BRIDGEWATER	1
CITY MAGNET SCHOOL	MELISSA SIMPSON	43 FRENCH ST.	Lowell	1
COTTING SCHOOL	ANN CADY, SPED DIR	453 CONCORD ST.	LEXINGTON	1
Cox Street School	Jean Creiss	Cox St.	Hudson	1
EASTON JR. HIGH SCHOOL	DR. BRAD CHASE	COLUMBUS AVE.	NORTH EASTON	1
EVERGREEN CENTER		345 FORTUNE BLVD.	MILFORD	3
Forestdale Elementary	Joann Mayne	Room 111 - 151 Rte 130	Forestdale	1
FRANKLIN SCHOOL			NO. ANDOVER	1
GATEWAY REGIONAL SCHOOLS				1
GERENA SCHOOL	PEGGY SCULLY	200 BIRNIE AVE.	SPRINGFIELD	2
GLEC Collaborative - EPIC Program	Debbie Furneaux	Constantino School - 10 Pemberton Way	Lawrence	1
GLEC COLLABORATIVE AT FROST ELEMENTARY	JEAN MARIE REIL	33 HAMLET ST.	LAWRENCE	1
GLEC- SILVER HILLS ELEMENTARY	KAREN RUTHERFORD	675 WASHINGTON ST.	HAVERHILL	1

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MASSACHUSETTS PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
GLECK - ANNIE SARGENT SCHOOL	JOE O'NEIL		NORTH ANDOVER	
Granby Public Schools	GEORGE DOWALIBY	West St. School/Sp. Ed. Dept	Granby	1
Greater Lawrence Ed. Collaborative/EPIC Prog-Middle School	Debbie Swenson	35 Bartlet St.	Andover	1
Hampshire Educational Collaborative		30 INDUSTRIAL DR. E.	NORTH HAMPTON	1
HAMPSHIRE REGIONAL SCHOOL - ED. COLLABORATIVE	MARY LOU SEGURA - TEACHER	STAGE RD.	WESTHAMPTON	1
HAND IN HAND PRESCHOOL		1456 OCEAN ST.	Marshfield	1
HOBOMOCK ELEMENTARY - PRESCHOOL	KAREN FULTZ	LEARNING LANE	PEMBROKE	1
HOME BASED PROGRAM				1
Horace Mann	Laura Davis	500 Cambridge St.	Allston	3
Horace Mann Preschool Program	Rosemary Shannon	40 ARMINGTON ST.	ALLSTON	4
HYDE PARK HIGH SCHOOL	CAROL MOORE, SPED	655 METROPOLITAN AVE.	HYDE PARK	1
INSTITUTE OF PROFESSIONAL PRACTICE	LEEANN SHYNE	2 NARROWS RD. - SUITE 105	WESTMINSTER	1
JAMES CLARK SCHOOL	JOYCE RHEAUME	65 OXFORD ST.	AGAWAM	1
JOHN P. OLDHAM SCHOOL	PEGGY O'HARE	165 PROSPECT ST.	NORWOOD	1
Kennedy Donovan Center	MAUREEN BODENDORF	19 Hawthorne St.	New Bedford	6
KENNEDY DONOVAN E.I.		64 INDUSTRIAL PARK RD.	PLYMOUTH	2

MASSACHUSETTS PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
LEARNING CENTER FOR DEAF CHILDREN	Cris Castro	848 CENTRAL ST.	FRAMINGHAM	2
MAB	Barbara Dee	200 Ivy St.	Brookline	1
MARY A. DRYDEN MEMORIAL SCHOOL		190 SURREY RD.	SPRINGFIELD	1
MAYFLOWER HOUSE	CHERYL PERNANIS	123 SOUTH STREET	PLYMOUTH	1
Mediplex Rehabilitation	SHELLY BLANCHARD	4499 Acushnet Ave.	New Bedford	[illegible]
MEETING HOUSE SCHOOL	DEBORAH MCKEEVER	8 SOUTH STREET	WESTMINSTER	[illegible]
Memorial School	JOCELYN MOORE, HEAD TEACHER	Maple St.	Salisbury	1
MERRIMACK EDUCATION CENTER		84 BRICK KILN RD.	CHELMSFORD	2
Mill Swan Elementary School	MaryAnn Billings	Mill St.	Worcester	1
Mt. Greylock Regional High School		1781 Cold Spring Rd.	Williamstown	1
Murphy School	Karen Stranberg	1 Worrell St.	Dorchester	1
New England Pediatric Care	Sharon Smallshaw	78 Boston Rd.	Billerica	2
NEWTON PUBLIC SCHOOLS/MASON RICE ELEMENTARY SCHOOL	JACKIE BOUDREAU/KALPANA GUTTMAN	149 PLEASANT ST.	NEWTON	1
North River Collaborative		198 Spring St.	Rockland	2
Northampton Ped Nurs Home	Jenner Bestro	737 Bridge St.	Northampton	2
OLDHAM SCHOOL		PROSPECT ST.	Norwood	[illegible]

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MASSACHUSETTS PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
OSGOOD SCHOOL	MR. RONALD JAMPELL, PRINCIPAL	101 FOURTH ST.	MEDFORD	1
OSTERVILLE ELEMENTARY	PHIL CWISER	350 BUMPS RIVER RD.	OSTERVILLE	1
PARK AVENUE ELEMENTARY SCHOOL	Cheryl Flynn	PARK AVENUE	WHITMAN	1
PEARL RHODES ELEMENTARY SCHOOL	JOANNE GIGUERE	LEYDEN RD	LEYDEN	1
Perkins Sch f/t Blind /Deaf-Blind Program	Martha Majors	175 No. Beacon St.	Watertown	30
PERKINS SCHOOL FOR THE BLIND	SANFORD HYSON	175 NORTH BEACON ST.	WATERTOWN	2
Perkins School for the Blind/Secondary Services	Cynthia Essex/Lindi Hardy	175 No. Beacon St.	Watertown	1
PILGRIM AREA COLLABORATIVE	PATRICIA MORAHAN	120 CENTRE ST./PO BOX 1098	PEMBROKE	1
PLYMOUTH INCLUSIVE PRESCHOOL/MT. PLEASANT SCH	SUSAN DUPUIS	WHITING ST.	PLYMOUTH	1
POTTER ROAD SCHOOL	DEBRA LARSSON	492 POTTER RD.	Framingham	1
PROJECT ACCEPT/KEVIN WALSH MIDDLE SCHOOL	RACHAEL MCGINNIS	BROOKS ST.	FRAMINGHAM	1
R.E.A.C.H		278 MAIN ST., #307	Greenfield	1
REBECCA JOHNSON SCHOOL	KAREN MC GRATH	53 CATHARINE ST.	Springfield	1
S.S.N. Preschool - Linden School	Julie Ladner	29 Westcott St.	Malden	1
Saugus Belmonte School	Jack White - Guidance	Pearce Drive	Saugus	1
SEEM Collaborative	Gina O'Rourke	990 Main Street	Woburn	1

MASSACHUSETTS PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
SHINE Preschool - Wampatuck Elementary School	Fran Jacobs	266 Talden Rd.	Scituate	1
Shore Collaborative/FRANKLIN SCHOOL	ROSE HAWKES	16 FRANKLIN SCHOOL	MELROSE	1
Shore Educational Collaborative/Fulton	Donna Brailler	Fulton Street	Medford	1
SOUTH SHORE COLLABORATIVE	MARGARET J. KEEFE	EAST SCHOOL	HINGHAM	1
South Shore Collaborative	Peg Keefe, Director	Collins Rd.	Hingham	3
SOUTH SHORE EDUCATIONAL COLLABORATIVE/HINGHAM JR. HIGH	MS. ELIZABETH WHITTAKER	1103 MAIN ST.	HINGHAM	1
ST. COLETTA'S DAY SCHOOL	AMY MCGONAGLE	85 WASHNGTON ST.	BRAINTREE	2
ST. JAMES SCHOOL -EPIC CLASSROOM		415 PRIMROSE ST.	HAVERHILL	1
SULLIVAN SCHOOL	MARYBETH O'NEILL	400 JARVIS AVENUE	HOLYOKE	1
Swartz Rehabilitation	Sue Crouch	374 Rockdale Ave.	New Bedford	1
SWARTZ REHABILITATION CENTER	KIM LOPEZ	374 ROCKDALE AVE.	NEW BEDFORD	2
TAFT ELEMENTARY SCHOOL	MARY DIKERSON, PRINCIPAL	GRANITE ST.	UXBRIDGE	1
TISBURY SCHOOL	JEFF W. CARUTHERS	34 WILLIAM ST./PO BOX 878	VINEYARD HAVEN	1
Tufts New Eng Pediatric Care		78 Boston Rd.	North Billerica	1
Valley Child Development Program	Sue MacLeod	32 Hamilton St.	Milford	
Wampatauk Elementary School	Carol Casna	Tilden Road	Scituate	1

MASSACHUSETTS PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
WILLIAMSTOWN ELEMENTARY SCHOOL	PAT KROUSEN	96 SCHOOL ST.	WILLIAMSTOWN	
Willie Ross School for the Deaf	Diane Schaunessy/MariAnne Schumann	32 Norway St.	Longmeadow	1
WINCHESTER EARLY INTERVENTION	MARGARET NEE	15A HIGH ST.	WINCHESTER	1
Winthrop School	Pat Scanlan	63 Central St.	Ipswich	2
WORCESTER EARLY INTERVENTION CENTER		55 LAKE AVENUE NORTH	WORCESTER	1

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MAINE PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served
ALBERT S. HALL SCHOOL	MICHAEL GALLAGER, PRINCIPAL	27 PLEASANT ST.	WATERVILLE	1
BANGOR HIGH SCHOOL	GISELE CINQ-MARS	885 BROADWAY ST.	BANGOR	1
BREWER REG PROG, CAPRI STREET SCHOOL		49 CAPRI ST.	BREWER	1
BUREAU OF CHILDREN WITH SPECIAL NEEDS	LYNN CARROLL	RR1 BOX 242A	PENOBSCOT	1
Cascade Brook School	Ms. Porter		Farmington	1
CHICKADEE PRESCHOOL % STEARN'S HIGH SCHOOL	CEALIA BOUTAUGH	199 STATE STREET	MILLINOCKET	1
Dr. Charles C. Knowlton School		142 State St.	Ellsworth	1
Eastern Maine Medical Center-PT Department	Andrea Haskell, Physical Therapist	489 State St.	Bangor	1
ELIZABETH LEVINSON CENTER	DEBRA CHAMBERS	159 HOGAN ROAD	BANGOR	2
GARLAND STREET SCHOOL	JOAN FURBUSH	304 GARLAND ST.	BANGOR	1
Governor Levesque School	CARLA PARENT	PO Box J	Upper Frenchville	1
GREY/NEW GLOUCESTER SCHOOLS - MSAD #15		PO BOX 1080	GREY	1
GUY E. ROWE SCHOOL			Norway	1
MARGARET CHASE SMITH SCHOOL	KATHY LUPO	45 HESELTON ST.	SKOWHEGAN	1
NORTH HAVEN COMMUNITY SCHOOL	HOLLY BLAKE, DIR OR SP SRVS	RT. 1 - BOX 699	NO. HAVEN	1
SAMUEL WAGNER MIDDLE SCHOOL	STEPHANIE DIMONACO	PO BOX 739	WINTERPORT	1
WINSLOW ELEMENTARY SCHOOL	CALLA ROY/JOYCE SMITH	55 BENTON AVE.	WINSLOW	1

NEW HAMPSHIRE PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served	PState
Bath Village School		need correct address 4/14/93		1	NH
BETHLEHEM ELEMENTARY SCHOOL		MAIN ST.	BETHLEHEM	1	NH
BOW MEMORIAL SCHOOL			BOW	1	NH
BROKEN GROUND		123 PORTSMOUTH ST.	CONCORD	1	NH
BROWN SCHOOL		190 NORWAY ST.	BERLIN	1	NH
CDCSC		PO BOX 1921	ROCHESTER	1	NH
Cedarcrest	Charlene Bemis	91 Maple Ave.	Keene	5	NH
CHANDLER		49 ASHLAND ST.	MANCHESTER	1	NH
CHANDLER SCHOOL - PRESCHOOL	NANCY EVANS, PRINCIPAL	49 ASHLAND ST.	MANCHESTER	1	NH
Charlotte Avenue School		48 Charlotte Avenue	Nashua	1	NH
Claremont Kindergarten Center (Preschool Program)	Ronda Baril	221 MAPLE AVE.	Claremont	1	NH
ELM STREET SCHOOL		478 ELM ST.	LACONIA	1	NH
Garrison School	Elaine DeWolfe	50 Garrison Rd.	Dover	1	NH
GREEN ACRES		100 AURORE AVE.	Manchester	2	NH
JAFFREY HEAD START PRESCHOOL %CONANT H.S.	TINA HUMOSKY	109 STRATTON RD.	JAFFREY	1	NH
JEFFERSON PRESCHOOL					NH
LACONIA HIGH SCHOOL		345 UNION AVENUE	LACONIA	1	NH

NEW HAMPSHIRE PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served	PState
Laconia Preschool/Elm St. Sch	Deb Umbro	Elm St.	Laconia	[illegible]	NH
LANDAFF-ADULT TRANS.	Carolyn Smiles	RR1, BOX 21AA	LANDAFF	1	NH
Mastway School	John Lowy, Principal	RFD #1, Mast Road	Durham	1	NH
MCDONOUGH	GAIL HELLER	550 LOWELL ST.	MANCHESTER	1	NH
MCKELVIE MIDDLE SCHOOL		108 LIBERTY HILL RD.	BEDFORD	1	NH
MERRIMACK VALLEY MIDDLE SCHOOL	MARY BETH GOODELL		CONCORD	2	NH
MICE PROGRAM	MARY MORSE/JANET HALLEY	117 PLEASANT ST. - DOLLOFF BLDG.	CONCORD	4	NH
MT. CAESAR		585 OLD HOMESTEAD HIGHWAY	E. SWANZEY	1	NH
Nashua High School		Riverside Drive	Nashua	1	NH
Newmarket Elementary School	Amanda Donovan		Newmarket	1	NH
NOTTINGHAM WEST ELEMENTARY - PRESCHOOL	ALLISON ANNAND	10 PELHAM RD.	HUDSON	2	NH
Pennichuck Jr. High	David Barlow	207 Manchester St.	Nashua	[illegible]	NH
PETER WOODBURY SCHOOL	JOYCE SACO, INTEGRATION SPECIALIST	180 COUNTY RD.	BEDFORD	1	NH
Pittsfield Elementary School		5 Oneida St.	Pittsfield	1	NH
PORTSMOUTH EARLY ED PROGRAM (PEEPS)		601 Spaulding Turnpike, Suite #12	Portsmouth	1	NH
RYE PRESCHOOL			RYE	1	NH
SHARE & GROW PRESHOOL		MASONIC BLDG, WEST MAIN ST.	TILTON	1	NH

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NEW HAMPSHIRE PROGRAMS SERVING NEC REGISTERED DEAF-BLIND STUDENTS

Program	Contact	Address	City	# NEC Students Served	PState
Sandown Central	Gloria Caron	295 Main St.	Sandown	1	NH
SEABROOK ELEMENTARY SCHOOL	Andrea Christman	WALTON RD.	SEABROOK	1	NH
SHERBURNE ELEMENTARY SCHOOL		14 MARSH RD.	PELHAM	1	NH
Somersworth High School		11 Memorial Drive	Somersworth	1	NH
THRONTONS FERRY		134 CAMP SARGENT RD.	MERRIMACK	1	NH
TIMBERLANE REGIONAL HIGH SCHOOL	Claire Goyer	36 GREENOUGH RD.	PLAISTOW	1	NH
WOODBURY ELEMENTARY SCHOOL		206 MAIN ST.	Salem	1	NH

Advisory Committee

NEW ENGLAND CENTER FOR DEAF-BLIND SERVICES
ADVISORY BOARD MEMBERS

MS. LOUISE CAISSIE
22 DEER HILL RD.
GARDNER MA 01440

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20 BEDFORD DR.
NORTH MA 01536

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3 RANDALL ST. - BAYLIES LOWER
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HELEN KELLER NAT'L CTR
89 BROAD ST. - SUITE 1135
BOSTON MA 02110

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BOSTON MA 02116

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WATERTOWN MA 02172

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ED PELLITIER
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WEST CT 06112

ANNA MARIE EDDY
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HARTFORD CT 06112

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HARTFORD CT 06112

AUDREY KNOWLES
1191 LONGHILL RD.
CHESHIRE CT 06410

Brochures

Remember...

A child's most important learning takes place in the first three year's of life. Vision and hearing assessments are important and early intervention can make a difference. A variety of program options are available to families of children with deaf-blindness.

The New England Center for Deaf-Blind Services is a project of the U.S. Department of Education, Office of Special Education and Rehabilitation Services Special Education Programs in cooperation with Perkins School for the Blind.

revised 4/95

New England Center for Deaf-Blind Services
175 North Beacon Street • Watertown, MA 02172
Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts and New Hampshire

If your child is deaf-blind or has a combination of vision and hearing impairments, in addition to Early Intervention, there are specialized services available...

SERVICES FOR INFANTS

Offered by:
NEW ENGLAND CENTER
FOR DEAF-BLIND SERVICES
175 North Beacon Street
Watertown, Massachusetts 02172

WHO IS ELIGIBLE TO RECEIVE DEAF-BLIND SERVICES?

The federal definition of deaf-blindness enables services to be provided for any child with both vision and hearing impairments, the combination of which can cause delays in communication and overall developmental delays; such that services solely for the visually or hearing impaired are not appropriate.

WHAT SERVICES ARE AVAILABLE?

Direct Parent-Infant Services:
Homebound and Center based service in cooperationß with early intervention service providers and families.

Assessment Services:
Assessment of functional vision and auditory skills as observed in the child's home and educational environments. Assistance in provision of overall developmental assessments by staff trained in understanding the impact of dual sensory impairments on development.

Consultation & In-service Training:
Consultation will be offered to children, families and service providers for children who are at risk of diagnosis as deaf-blind or who are identified as having combined vision and hearing losses. Areas for consultation and training may include communication, behavioral issues, functional hearing and vision assessment, as well as addressing other mutually identified needs.

WHO SHOULD BE REFERRED?

High Risk Conditions Associated With Deaf-Blindness

Any infant birth to age three with:

° A diagnosed hearing and vision impairment

° A suspected hearing and vision impairment

° A risk of deaf-blindness due to a diagnosis of:

- Trysomy 13, 18
- Congenital Rubella
- Meningitis
- CHARGE Association
- Toxoplasmosis
- Kleppel Feil Sequence
- Cytomegalovirus (CMV)
- Down Syndrome

° A risk of deaf-blindness due to defects of ears, nose and throat such as:

- Cleft lip and palate
- Chronic ear infections
- Malformation of the aural structures

In combination with defects of the eyes such as:

- Retinopathy of Prematurity (ROP)
- Glaucoma
- Cataracts
- Nystagmus
- Visual Field Deficits
- Cortical Blindness

° Family history of genetically linked visual and hearing impairments (e.g Usher's Syndrome)

° Children with low birth weight

COST?

All services are provided at **no cost** to family.

FOR FURTHER INFORMATION CONTACT:

New England Center
for Deaf-Blind Services
Coordinating Consultant
(617) 972-7517

or

Perkins School for the Blind
Preschool Services
(617) 972-7331

or

Information Center
1-800-462-5015 (voice)
(617) 345-9743 (TDD)
for a listing of specialized service providers

or

Contact your local **Department of Public Health** certified early intervention program who can also assist in accessing any needed specialized service.

or

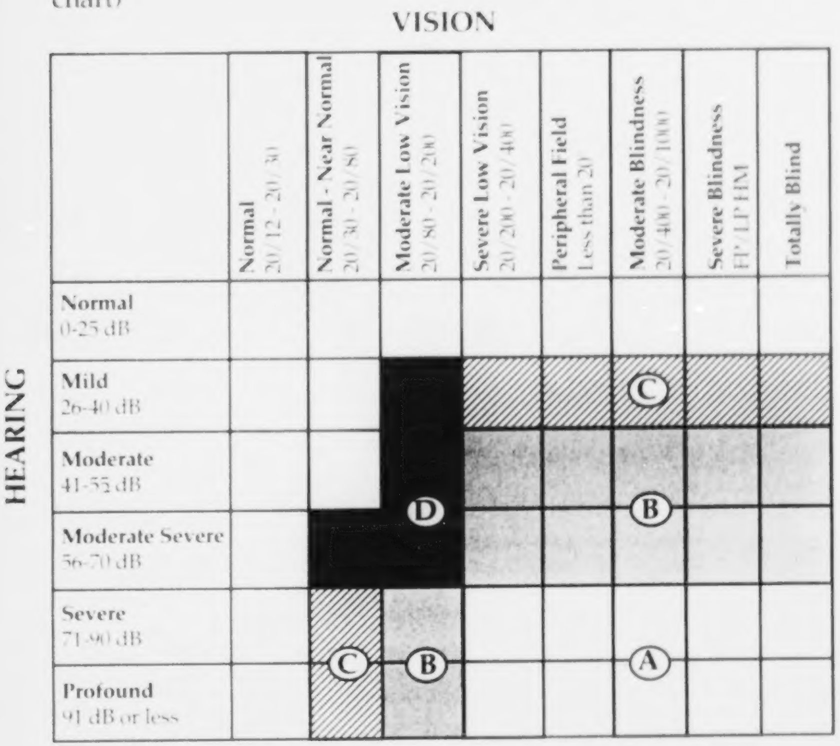
Massachusetts Commission for the Blind Children's Services Workers
1-800-392-6450 (voice)
1-800-392-6556 (TDD)

or

Massachusetts Commission for the Deaf and Hard of Hearing
1-800-882-1155

Ⓓ Individuals who have auditory/visual impairments of a relatively mild to moderate degree and additional learning and/or language disabilities which result in the need for specialized services, or who have been diagnosed as having impairments which are progressive in nature.

Ⓔ Individuals who are severely multi-handicapped due to generalized central nervous system dysfunction, who also exhibit measurable auditory/visual impairments or deficits in auditory/visual functioning below mental age level. (Not on chart)



For more information contact:

New England Center for Deaf-Blind Services
175 North Beacon Street
Watertown, MA 02172

Tel: (617) 972-7517 Fax: (617) 926-2027
Telex: 9102409886 TDD: (617) 924-5525

New England Center for Deaf-Blind Services

Serving infants, toddlers, children and youth who are deaf-blind in

Connecticut
Maine
Massachusetts
and
New Hampshire

SPONSORING AGENCY
Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 02172

The New England Center for Deaf-Blind Services is funded by the United States Department of Education, Special Education Programs, under the Individuals with Disabilities Act (IDEA), Part C-Section 622, P.L. 101-476 to assist State Education Agencies develop their capacities to adequately serve children and youth who are deaf-blind.

Priorities for Service:

To provide special education, vocational and transitional services to children and youth who are deaf-blind and for whom states are not obligated to make available a free appropriate public education.

To provide technical assistance to the staff of state education agencies to more effectively promote a free appropriate education to students who are deaf-blind.

Services Available

- Technical assistance to staff in agencies serving children and youth who are deaf-blind
- Diagnostic and evaluation services
- Community resource referral
- In-service training
- Program consultation
- Family support services
- Assistance in case coordination
- Information dissemination
    - Newsletters
    - Resource Library materials
- Transitional planning
- Advocacy
- Funding for supplemental services for children and youth who are deaf-blind and their families

Eligibility

Federal Legislation defines deaf-blindness as follows:

"Children and youth having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for children and youth with hearing impairments, visual impairments or severe disabilities, without supplementary assistance to address their educational needs due to these dual, concurrent disabilities."

Who is Eligible for Services?

Individuals from birth to age 22 who have any combination of the disabilities described below are eligible for services under the Individuals with Disabilities Act (IDEA) Part C, Section 622. The following descriptions and classification codes apply to the chart. (see back cover.)

Descriptions

Ⓐ Individuals who are both peripherally deaf or severely hearing impaired according to the definitions of "legal" blindness and deafness; acuity is to be measured or estimated in conjunction with a recognition of their level of cognitive development and supported by medical description of pathology.

Ⓑ Individuals who have sensory impairments of both vision and hearing, one of which is severe and the other moderate to severe.

Ⓒ Individuals who have impairments of both vision and hearing, one of which is severe, and additional learning and/or language disabilities which result in the need for specialized services.

Newsletters

Newsletter of the New England Center for Deaf-Blind Services

in touch

Volume Five, Number 1 • March 1995

Greetings!

The New England Center has finally had a chance to catch our breath from the busy Fall activities! We apologize for the delay in getting this newsletter to you. Hopefully this will bring you up to speed with all of our 1994 events as well as provide you with updates on national, state and local proposals which could have major impact on the lives of individuals who are deaf-blind.

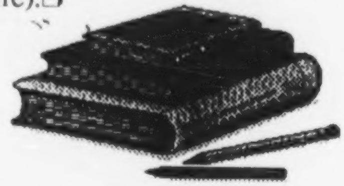
Since our last issue of **in touch** (March 1994), we have held a few events you may be interested in receiving more information about:

- *Creative Housing Workshop*
- *NEC Summer Institute: Creating Communication Systems*
- *Hunter College Summer Institute: Communication Strategies*
- *Family Focus Group in collaboration with DB-LINK*
- *New Staff Workshop '94*
- *Family Weekend '94*
- *Submission of federal proposal to continue the* ***New England Center*** *beyond September 1995*
- *Various Instate training and workshops for families, and professionals*
- *Consultations to school teams and families*

There are on-going and intense activities at the federal, and state levels regarding services to infants, children and young adults with special needs. We will outline a summary of these events in the National/State/Local News section of this newsletter. This is a time that will require family advocacy. Please stay appraised of this information so that issues impacting individuals who are deaf-blind are expressed to those making decisions.

As Marian Edleman, founder of the Children's Defense League once said, ***"Be confident that you can make a difference"***, (from her Twenty-five Lessons of Life).❐

Resources



NEC Resource Library

Carol Leonesio, Project Secretary for the **New England Center,** is in the process of updating the **Resource Directory. The Resource Directory** is a listing of articles, books, and videotapes related to the field of deaf-blindness. The library holdings are available on a loan basis , free of charge, to families and team members of the children registered with **NEC**. The updated **Resource Directory** is expected to be disseminated by the Fall of 1995. Our library volunteer, Hal Babcock, has spent endless hours organizing and reorganizing the resources, so that the **Resource Directory** will include many new library additions. Hats off to Hal for his hard work!

NEC Fact Sheets

We are offering Fact Sheets on many topics including; recreation and leisure, orientation and mobility, eye conditions, medical issues, touch cues, and object communication. Please call the NEC office to receive copies.

Transition Handbook

Mara Evans, **NEC** Transition Consultant, developed and compiled a resource that is available through **the Resource Library**. Be sure to check this out! For those of you who attended the Family Weekend and requested a copy of this handbook, please call Mara at NEC.

NICHCY

National Information Center for Children and Youth with Disabilities:
P.O. Box 1492 • Washington, D.C. 20013-1492•1-800-695-0285 (voice/TTY). Call for information on any topic regarding disabilities. Packets for parents are available, including, but not limited to; guidelines for IEP meetings, and choosing a summer camp. ❐

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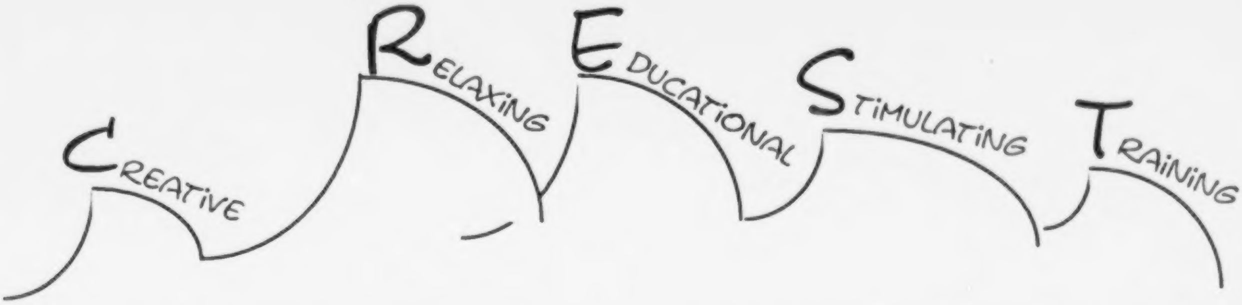
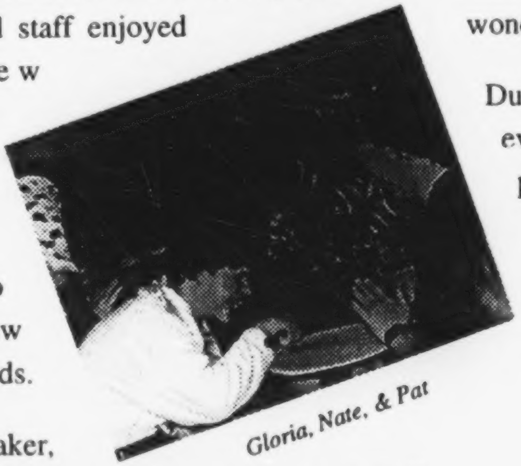
BEST COPY AVAILABLE

Family



During the weekend of November 4, 5 & 6, 1994, **NEC** sponsored Family Weekend '94 at the Sea Crest Resort in Falmouth, MA. Families and staff enjoyed oceanview rooms, unseasonable warm weather, and the chance to meet with new and old friends.

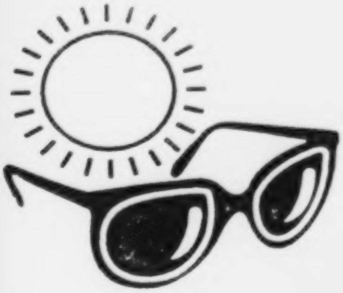

Gloria, Nate, & Pat

Keynote speaker, Kevin O'Connor's presentation, was well received as he talked honestly, openly, and compassionately with families, all with his wonderful sense of humor!

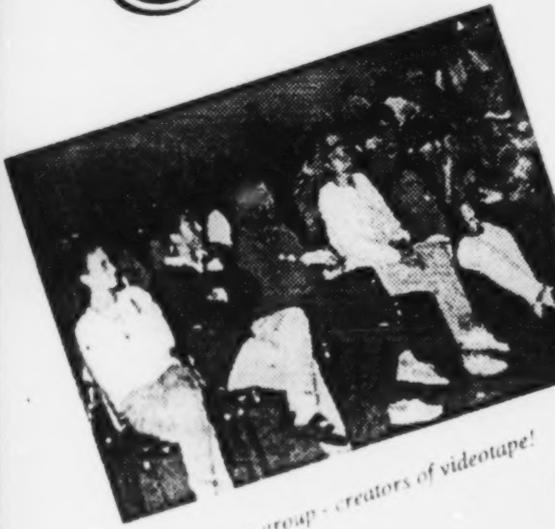
While parents were presented with a choice of topics and speakers on Saturday and Sunday, their children enjoyed their own program which included arts and crafts, music, swimming, a magician show, bingo, sports activities and a movie. The older group of teens produced a wonderful video tape of the weekend's events!

Due to the overwhelming response to this event, not all families were able to participate. If our grant is funded, we hope to provide regional and instate family events! A total of 59 families attended Family Weekend '94! ❐

Weekend '94



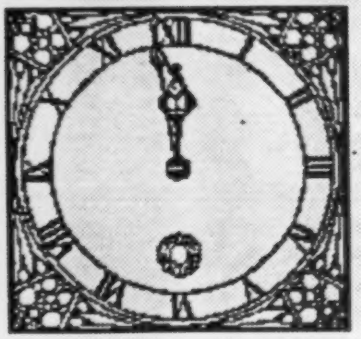
Maria



teen group - creators of videotape!

Katie & Tommy

Melissa



Take time for work,
it is the price of
success;

Take time to think,
it is the source of
power.

Take time to play,
it is the secret of
youth;

Take time to read,
it is the foundation of
wisdom.

Take time to be friendly,
it is the road to
happiness;

Take time to dream,
it's hitching your
wagon to a star.

Take time to love,
it is the highest joy of
life;

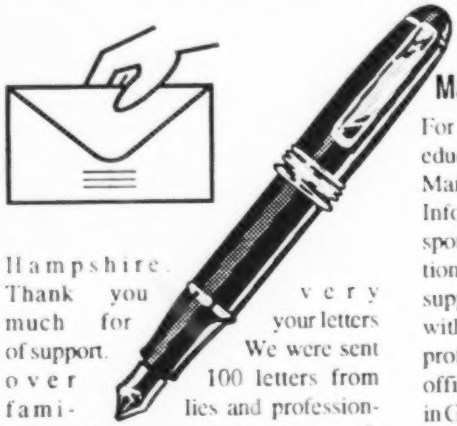
Take time to laugh,
it is the music of the
soul.

ANONYMOUS

Regional Update

Center

The **New England Center** submitted a new proposal (307.11) on December 9, 1994 to the Office of Special Education, Washington, D.C. to continue providing technical assistance and consultation to the children who are deaf-blind and their families in the states of Connecticut, Maine, Massachusetts and New Hampshire. Thank you very much for your letters of support. We were sent over 100 letters from families and professionals and appreciate your efforts. We will keep you posted as to the status of the proposal and expect to hear the outcome of the review in the late spring, pending the reauthorization of IDEA.



National/State/Local News

In February of 1995 a four page letter was mailed to all National Coalition members detailing the course of action that must be taken over the next three months if services for deaf-blind children are to be saved! Please read the excerpt from this letter on page 7.

Connecticut

Board of Education, Services for the Blind (BESB) has received word that they have been level funded for the next fiscal year. No new money will be given to the agency that serves children and adults who are visually impaired, blind and deaf-blind. The agency has determined that at this point they cannot continue to fund the position of Educational Project Coordinator filled by Karen Olson. As of October 1, 1995, Kathy Morgan will be coordinating all technical assistance and parent activities with the **New England Center**.

Governor Roland has proposed to restructure Birth to 3 infant services, which would include withdrawal of implementation of Part H in Connecticut. Please watch for news and information regarding this proposal.

Maine

For more information on the status of educational services within the state of Maine, contact Special Needs Parent Information Network (SPIN). SPIN is sponsored by the Maine Parent Federation, a statewide organization which supports and advocates for individuals with disabilities, their families and the professionals who work with them. The office is located at 2E Mechanic Street in Gardiner. Please call 1-800-870-SPIN for more information.

Massachusetts

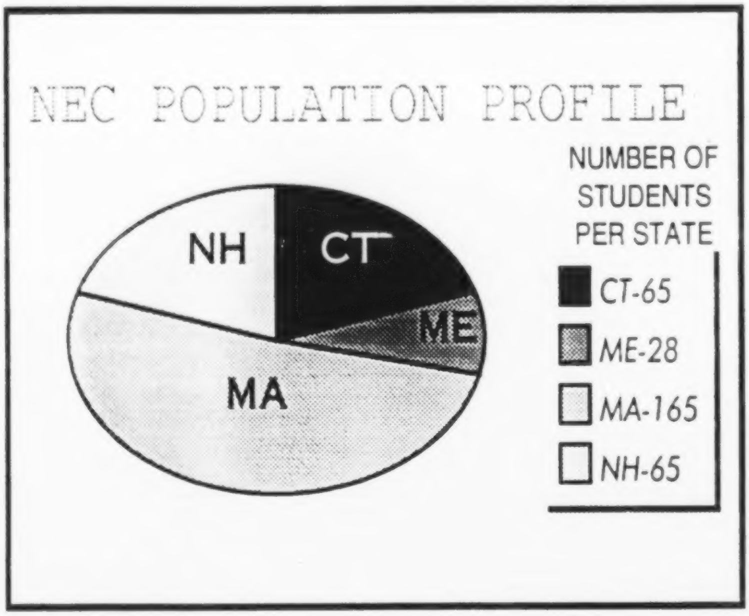
Governor Weld has proposed an "Act Relative to Special Education," H.1448, and if passed would have major ramifications on parents rights and services to all children with special needs. **NEC** will continue to provide information and support to families who are advocating for continued quality services. As you know the voices and opinions of families are heard above anyone else. Please contact the **Center** for further information.

New Hampshire

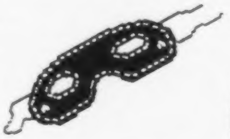
For more information on the status of educational services for children in NH, contact: Parent Information Center (PIC), 603-224-7005; NH Children's Alliance for Children and Youth, 603-225-0900; Governors's Commission on Disability, 800-852-3405; or Developmental Disability Council at 603-271-3236. ❐

Child Count

About this time each year, the **New England Center** is required by the Individuals with Disabilities Education Act, IDEA, Section 622, (307.11) to submit a child count. We need to report on the number of children who are deaf-blind, their age, sex, cause of disabilities, educational and living settings. Currently the **New England Center** has over 320 children, ages birth to twenty-two, registered. The pie chart below is a graphic depiction of the population breakdown in our four state region.❐



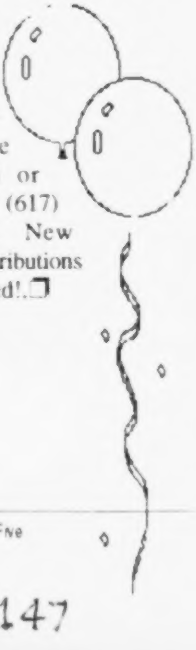
Deaf-Blind Contact Center



Deaf-Blind Contact Center will celebrate its' 15th Anniversary by hosting a Masquerade Ball on November 3, 1995! The Tremont House in Boston will be the sight of this gala event. Tickets are $40 and includes a buffet dinner and entertainment. For more information about this evening and other upcoming fundraising activities please call DBCC.

DBCC is an organization of and for people who are deaf or hard of hearing and have a vision loss. Services are provided to the deaf-blind community, their families and professionals so as to assist deaf-blind people in creating and maintaining independent, fulfilling and productive lives.

For more information regarding the Masquerade Ball or DBCC please call (617) 482-2249 (TTY). New members and/or contributions are always welcomed!.❐



Save the date!

N.E. Regional Seminar for Children with Visual Impairments (Birth - 7) and their Families

This April 29th conference is an opportunity for parents of children with deaf-blindness to meet and share information with other families. Topics of particular interest to parents of children with deaf-blindness include: a hands-on session on adapting toys; communication approaches; a question and answer session with an ophthalmologist and optometrist; issues for brothers and sisters; and keynote speaker, Kevin O'Connor of the National Association of Parents of the Visually Impaired.

Fee for the day is $20 and includes lunch and childcare. For more information please contact Tom Miller, Preschool Services, Perkins School for the Blind at (617) 972-7331.

Upcoming Events

Event	*Date*	*Location*
What do I do on Monday?	March 24	Wethersfield, CT
CT Networking Group	March 27	Wethersfield, CT
Pilot Project Advisory	March 28	Watertown, MA
What is Technical Assistance?	April 12	Watertown, MA (NEC)
Regional Preschool Family Day	April 29	Watertown, MA (Perkins)
CT Deaf-Blind Family Day	TBA	Connecticut
NEC Advisory Board	May 17	Watertown, MA (NEC)
NH Instate Planning Meeting	May 19	Concord, NH
Personal Future Planning	June 27&28	Augusta, ME
NEC Summer Institute, INSITE	July 10-14	Boston College, MA
Perkins National Training Summer Institute *"Strategies for Inclusion"*	July 16-20	Hunter College, NY
Usher Syndrome Workshop	September 15 & 16	Pittsburgh, PA
NH Instate Planning Meeting	September 22	Concord, NH

Pending NEC grant approval:

New Staff Workshop	October 17-19	Watertown, MA (NEC)
Family Weekend	TBA	TBA

The following is an excerpt from the February 23, 1995 letter sent to all Coalition Members by the National Coalition on Deaf-Blindness:

> *"We are writing to update you as to the status of the legislation for deaf-blind children under the reauthorization of IDEA. In spite of our best efforts, the Administration in their recent budget request has recommended no funding for deaf-blind services, and said that deaf-blind children's needs will be adequately addressed under other programs which they intend to fund. As we know from the past, deaf-blind children's needs often get overlooked or ignored within larger programs for other handicapped populations. Nevertheless, our previous letter writing was not wasted, because we can demonstrate that OSERS has ignored a great amount of input from around the nation."*

If you would like a copy of the entire letter and/or more information about the National Coalition on Deaf-Blindness please call Steve Davies at 617-972-7437.

Also, DB-Link (The National Information Clearinghouse On Children Who Are Deaf-Blind) provides a broad spectrum on information related to children and youth who are deaf-blind as well as referrals to other organizations and advocacy groups. Please call (800) 433-9376 voice; (800) 854-7013 TTY for more information.

NEC STAFF

Barbara Mason, Project Director	**617-972-7502**
Lisa Jacobs, Coordinating Consultant	**617-972-7517**
Susan DeCaluwe, Educational Consultant	**617-972-7516**
Mara Evans, Educational/ Transition Consultant	**617-972-7514**
Alex Truesdell, Adaptive Materials/Equipment Specialist	**617-972-7520**
Tracy Evans Luiselli, Pilot Project Coordinator	**617-972-7531**
Carol Leonesio, NEC Secretary	**617-972-7515**
Marie Cedrone, Pilot Project Secretary	**617-972-7337**

New England Center for Deaf-Blind Services
175 North Beacon Street • Watertown, MA 02172
Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts, and New Hampshire

National Coalition on Deaf-Blindness

Mailing List

Name: ____________________

Address: ____________________

____

____

____

____

Phone:

____
day

____
evening

I would like to receive Coalition mailings in:

☐ Print ☐ Large Print ☐ Braille

Please mail this form to:

National Coalition on Deaf-Blindness
175 North Beacon Street
Watertown, MA 02172

Attn: Steven Davies

CONNECTICUT UPDATE

Bulletin:

January 1995

budget news ...

On December 9, 1994, **NEC** submitted a four year (1995-99) proposal to the Department of Education in Washington, DC. The proposal is to be reviewed by grant evaluation teams by February 18th. Goals, objectives and budgets were reviewed by the four states and will be renegotiated pending the awards notification.

Here is a breakdown of funds tentatively·allotted to the state of Connecticut to be used during the time frame of October 1, 1994 through September 30, 1995. Please pay special attention to the **amount spent** and **balance** columns to date. We have not yet received final approval from Washington for this fiscal year.**$$$**

COST CTR	DESCRIPTION	BUDGETED AMT 94/95	BALANCE	AMT SPENT
242-1210	TRAVEL	4,200	4,200	0
242-1201	SUPPLIES & MATERIALS	800	703.37	96.63
242-1575	TA/CONSULTATIONS/WRKSHPS	11,250	11,250	0
242-1576	SRVS. UNDER SECTION 622	9002	9002	0

library update...

During this fiscal year the **New England Center** will be working on updating and printing a new **Resource Directory.** Our last directory was printed in 1992 and is quite outdated now. This is an involved and time consuming project, but we hope to be ready to go to the printers by June 1995.

Each year the **Center** allots money for new books and videos to build our library. If there are any books or videos you would like to see added to our library, please let Lisa or Carol know. The library is here as a resource to all parents and professionals working with deaf-blind students on the **NEC** registry.

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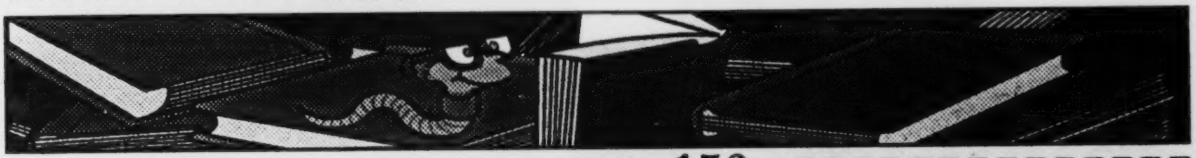


workshops ...

See enclosed listing of upcoming workshops!

The **New England Center** was off to a busy start this Fall. The new year began with our annual **New Staff Workshop,** cosponsored by **Helen Keller National Center**. This three day workshop covered areas of interest to those newly working with deaf-blind students and included a hands on, deaf-blind learning experience. The workshop had a total attendance of 75 from CT, ME, MA & NH. The state of Connecticut was represented by 8 participants.

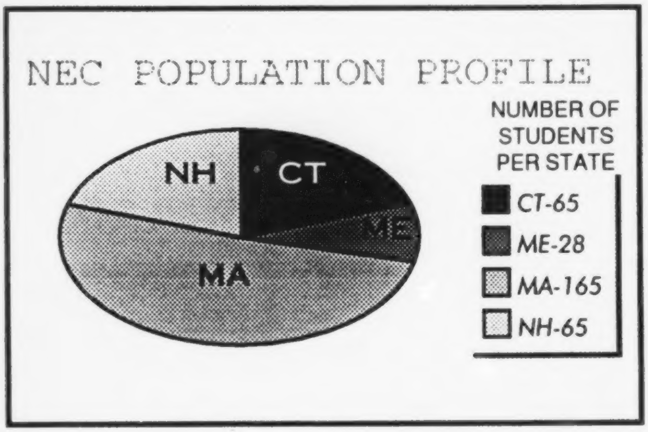
* * *

During the weekend of November 5, 6, 1994 **NEC** sponsored **Family Weekend '94** at the Sea Crest Resort in Falmouth , MA. Families and staff enjoyed ocean view rooms, unseasonably warm weather, and the chance to meet with new and old friends. Keynote speaker, Kevin O'Connor's presentation, was well received as he talked honestly, openly, and compassionately with families, all with his wonderful sense of humor! While parents were presented with a choice of topics and speakers on Saturday and Sunday their children enjoyed their own program which included arts/crafts, music, swimming, a magician show, bingo, sports activities and a movie. The older teenagers produced a wonderful video tape of the weekend's events!

A total of 54 families attended **Family Weekend '94**, with the state of Connecticut having 11 families in attendance!

registry ...

It's that time of year again when we must start getting all of our child count information up to date for Washington. We will be asking all of our consultants to fill out new forms for each child on their case load and return to the **Center** no later than February 15th. There are now 323 children ages birth - 22 registered with **NEC**. The pie chart below shows the population breakdown for each state.



Bulletin:

MAINE UPDATE

January 1995

budget news ...

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COST CTR	DESCRIPTION	BUDGETED AMT 94/95	BALANCE	AMT SPENT
242-4201	SUPPLIES & MATERIALS	200	200	0
242-4203	PRINTING & DUPLICATING	150	150	0
242-4207	POSTAGE	150	150	0
242-4209	TELEPHONE	550	550	0
242-4210	TRAVEL	4500	3975.62	524.38
242-4557	AGENCY/STATEWIDE TRAINING	10,845	10,845	0

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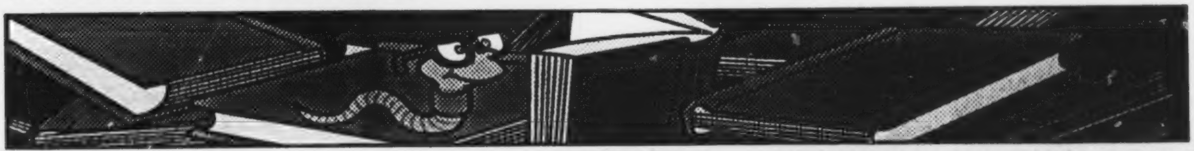

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registry ...

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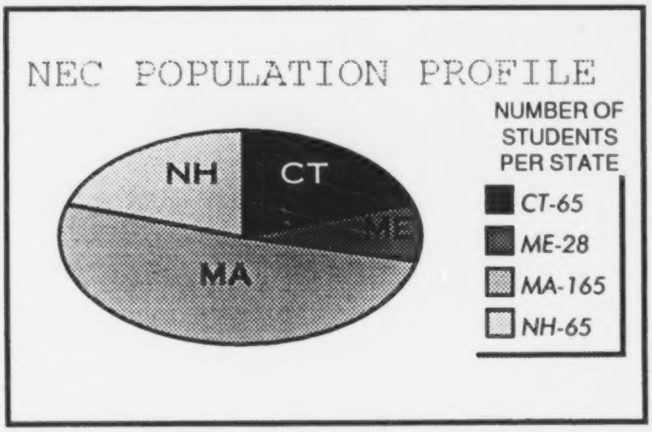

MASSACHUSETTS
UPDATE

Bulletin:

January 1995

budget news ...

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COST CTR	DESCRIPTION	BUDGETED AMT 94/95	BALANCE	AMT SPENT
242-5201	SUPPLIES & MATERIALS	286	234	52
242-5209	TELEPHONE	1200	1200	0
242-5210	TRAVEL	15,629	14,888.24	740.76
242-5557	AGENCY/STATEWIDE TRAINING	28,745	28,745	0

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* * *

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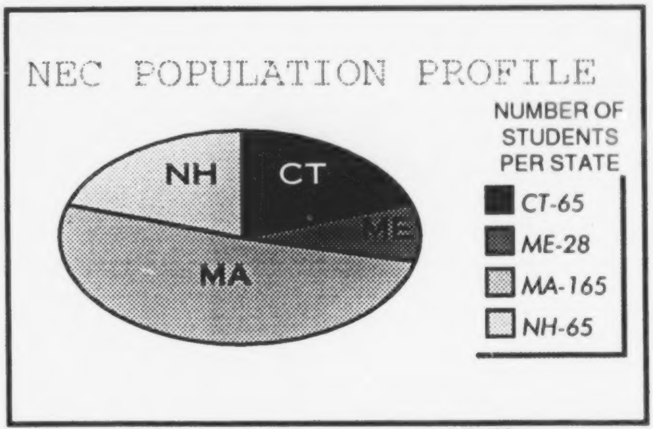

NEW HAMPSHIRE UPDATE

Bulletin:

January 1995

budget news ...

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COST CTR	DESCRIPTION	BUDGETED AMT 94/95	BALANCE	AMT SPENT
242-6210	TRAVEL	2347	2347	0
242-6557	AGENCY/STATEWIDE TRAINING	2181	2182	0

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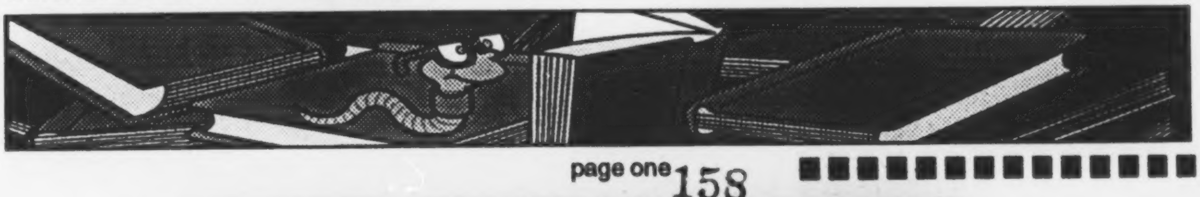

workshops ...

See enclosed listing of upcoming workshops!

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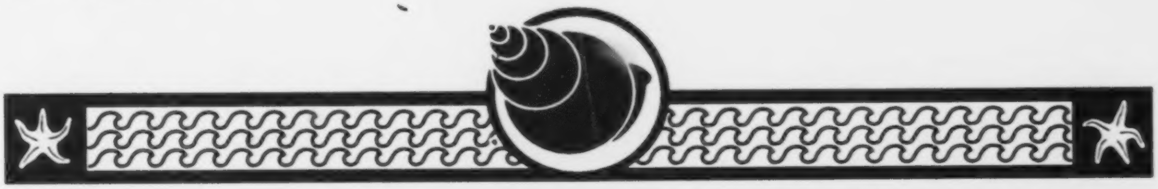
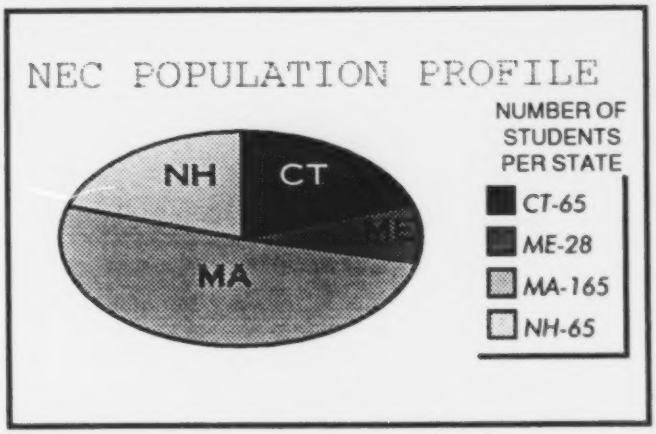


During the weekend of November 5, 6, 1994 **NEC** sponsored **Family Weekend '94** at the Sea Crest Resort in Falmouth , MA. Families and staff enjoyed ocean view rooms, unseasonably warm weather, and the chance to meet with new and old friends. Keynote speaker, Kevin O'Connor's presentation, was well received as he talked honestly, openly, and compassionately with families, all with his wonderful sense of humor! While parents were presented with a choice of topics and speakers on Saturday and Sunday their children enjoyed their own program which included arts/crafts, music, swimming, a magician show, bingo, sports activities and a movie. The older teenagers produced a wonderful video tape of the weekend's events!

A total of 54 families attended **Family Weekend '94**, with the state of New Hampshire having 7 families in attendance!

registry ...

It's that time of year again when we must start getting all of our child count information up to date for Washington. We will be asking all of our consultants to fill out new forms for each child on their case load and return to the **Center** no later than_____. There are now 323 children ages birth - 22 registered with **NEC**. The pie chart below shows the population breakdown for each state.



PILOT PROJECT UPDATE

Bulletin:

January 1995

budget news ...

On December 9, 1994, NEC submitted a four year (1995-99) proposal to the Department of Education in Washington, DC. The proposal is to be reviewed by grant evaluation teams by February 18th. Goals, objectives and budgets were reviewed by the four states and will be renegotiated pending the awards notification.

Here is a breakdown of funds tentatively allotted to the Pilot Project to be used during the time frame of October 1, 1994 through September 30, 1995. Please pay special attention to the **amount spent** and **balance** columns to date. We have not yet received final approval from Washington for this fiscal year.**$$$**

COST CTR	DESCRIPTION	BUDGETED AMT 94/95	BALANCE	AMT SPENT
242-7201	SUPPLIES/MATERIALS	440	-75.58	515.88
242-7210	TRAVEL	14,600	14,600	0
242-7556	TECHNICAL ASSISTANCE	19,693	18,982.41	710.59

library update...

During this fiscal year the **New England Center** will be working on updating and printing a new **Resource Directory.** Our last directory was printed in 1992 and is quite outdated now. This is an involved and time consuming project, but we hope to be ready to go to the printers by June 1995.

Each year the **Center** allots money for new books and videos to build our library. If there are any books or videos you would like to see added to our library, please let Lisa or Carol know. The library is here as a resource to all parents and professionals working with deaf-blind students on the **NEC** registry.

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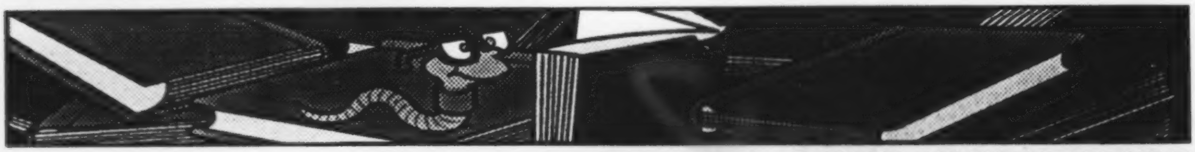

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* * *

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A total of 54 families attended **Family Weekend '94**, with the state of Massachusetts having 33 families in attendance!

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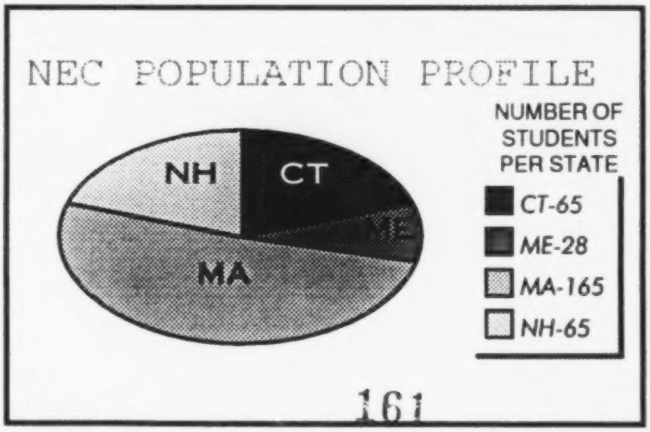

Bulletin:

CONNECTICUT UPDATE

May 1995

budget news ...

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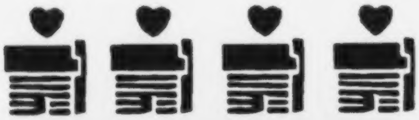
Line Item	Account Description	Budgeted Amt. 8/94	Revised Amt. 4/95	Bal.	Amt. Spent
242-1566	CT- BESB: Ed. Projects Coord.	45000	44248	22124	22124
242-1559	CT-BENEFITS	18000	17702	8851	8851
242-1210	CT- BESB: TRAVEL	4200	6200	3187	3013
242-1201	CT - BESB: SUPPLIES & MAT'LS	800	800	500	299
242-1575	CT- TA/CONSULT/WRKSHPS	11250	10300	7916	2363
242-1576	SRVS. UNDER SECTION 622	9002	9002	9002	0



Family Focus

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The **Perkins National Training Grant** is sponsoring a Summer Institute in collaboration with **Hunter College**. The event will be July 16 - 20th at **Helen Keller National Center** in New York. The Institute is entitled: ***Strategies to Support Inclusion of the Learner Who Is Deaf-blind in School and Community Settings***. The following people are planning to attend:

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Theresa Moran, Maria Timberlake, Maine
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library aquisitions ...

BOOKS

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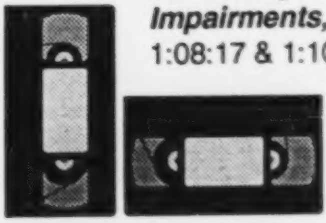

MAINE UPDATE

Bulletin:

May 1995

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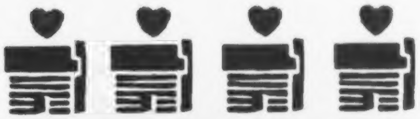
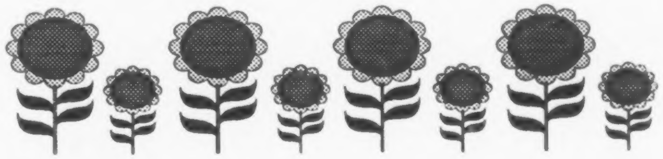
Line Item	Account Description	Budgeted Amt. 8/94	Revised Amt. 4/95	Bal.	Amt. Spent
242-4001	MAINE - STATE COORDINATOR	19641	14123	14123	0
242-4150	MAINE- BENEFITS @ 20%	3928	4943	4943	0
242-4181	MAINE - SECRETARIAL SERVICES	840	0	840	0
242-4201	MAINE - SUPPLIES/MATERIALS	200	1890	1805	85
242-4203	MAINE- DUPLICATING & PRINTING	150	380	380	0
242-4207	MAINE- POSTAGE	150	140	140	0
242-4210	MAINE- TRAVEL	4500	5000	4872	127
242-4209	MAINE- TELEPHONE	550	300	300	0
242-4557	ME -AGCY SPEC STATEWIDE TRNG	10845	14028	14028	0



Family Focus



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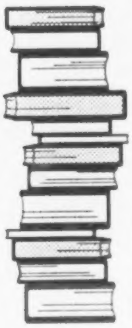

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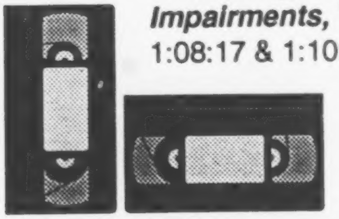

MASSACHUSETTS UPDATE

Bulletin:

May 1995

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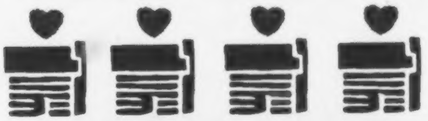
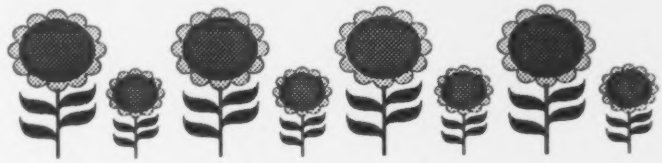
242-5030	PRESCHOOL CONSULTANTS	55682	29000	24269	4730
242-5001	TRANSITIONAL CONSULTANT	17324	17324	8941	8382
242-5006	ASSIST. TECH SPECIALIST	8914	8914	4468	4446
242-5030	ED CONSULTANT (SP. SPKG)	3726	14868	7434	7433
242-5150	BENEFITS @ 20%	17129	15423	7974	7448
242-5557	CHILD/AGENCY/FAM CONS &TRNG	28745	43991	42967	1024
242-5210	MA-TRAVEL	15629	15629	13480	2148
242-5209	MA-TELEPHONE	1200	1200	1200	0
242-5201	MA- SUPPLIES & MATERIALS	286	2286	1840	445



Family Focus



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SUMMER *workshops ...*

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library aquisitions ...

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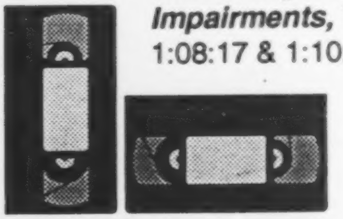

NEW HAMPSHIRE UPDATE

Bulletin:

May 1995

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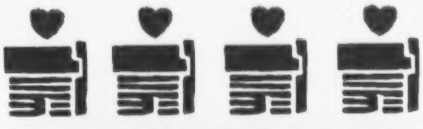
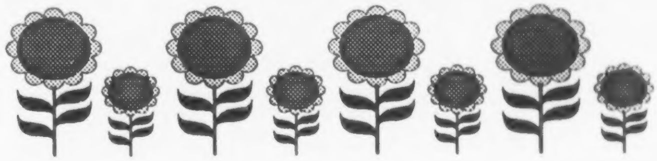
242-6551	NH-D-B EARLY CHILD SPEC (30%)	17784	17784	17784	0
242-6558	NH -Direct Srvs. - Vision Teachers	896707	6707	5168	1539
242-6559	NH -BENEFITS (7.65 FICA)	2568	2568	2568	0
242-6564	NH - COMMUNICATION SPECIALIST	7287	7287	7287	0
242-6210	NH- TRAVEL	2347	2347	2139	208
242-6557	NH- STATEWIDE TRAINING	2181	2181	2181	0
242-6555	NH- ED RESOURCES/MAT	2800	2800	2800	0





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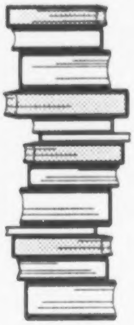
library aquisitions ...

BOOKS



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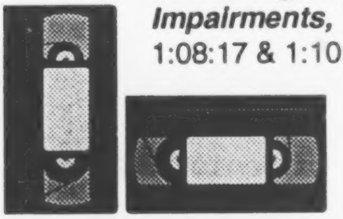

Bulletin:

PILOT UPDATE

May 1995

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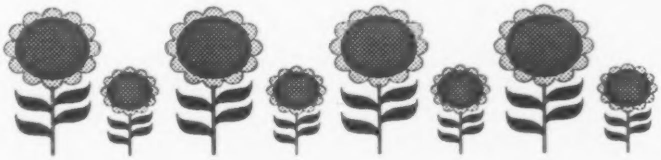
242-7001	PILOT-Project Coordinator	31987	31987	19755	12231
242-7002	PILOT-Integration Specialist	19757	19757	9902	9854
242-7020	PILOT-Secretary	3395	3395	1449	1945
242-7150	PILOT-Benefits	11028	12131	6844	5286
242-7210	PILOT-TRAVEL	14600	11497	11208	288
242-7201	PILOT-Supplies & Materials	440	2440	1925	514
242-7556	PILOT-Technical Assistance	19693	19693	17911	1781

Family Focus



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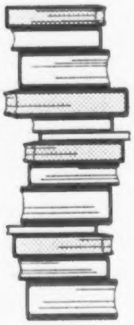

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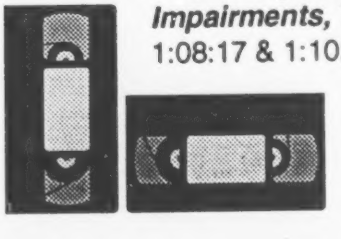
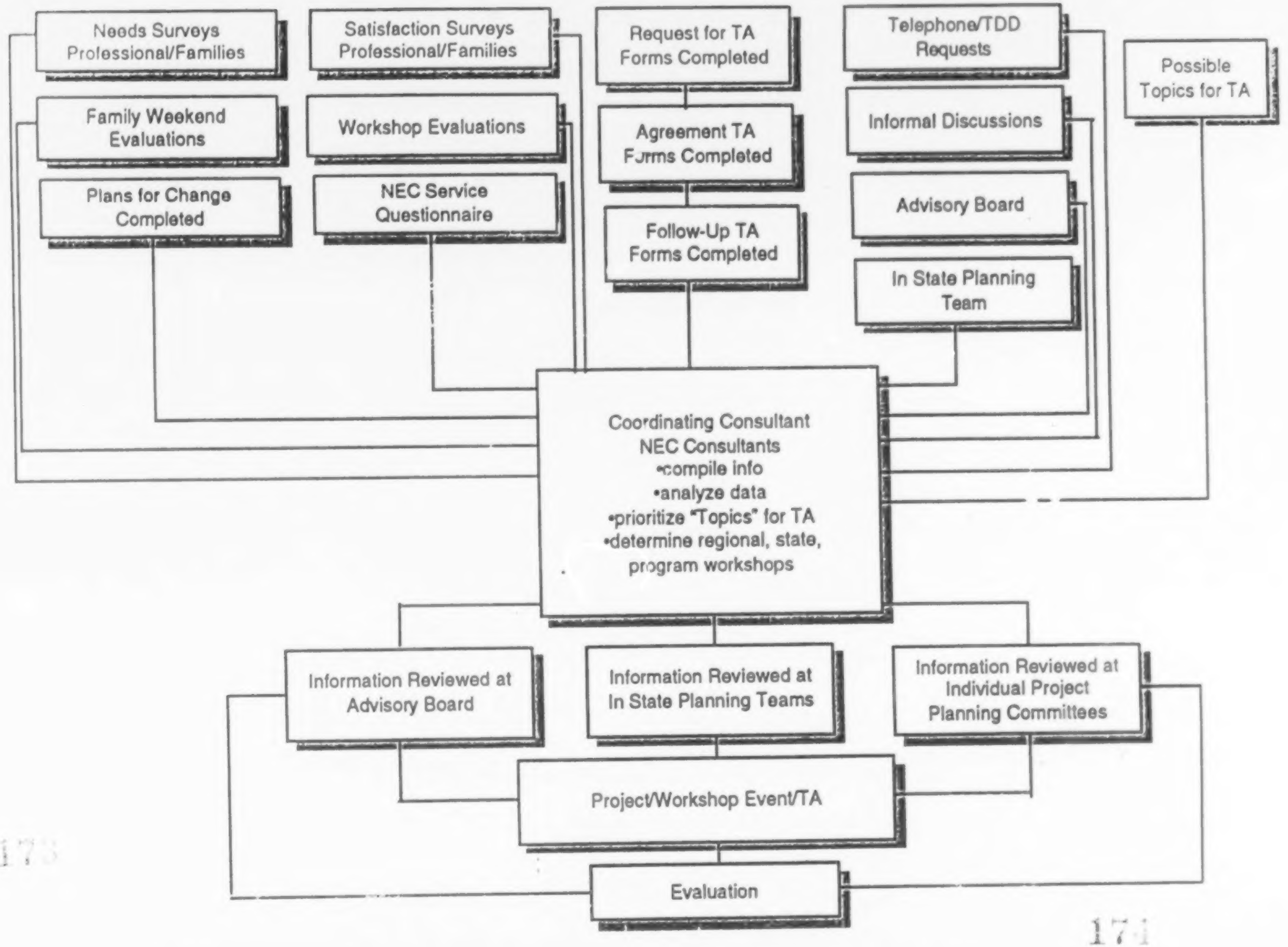


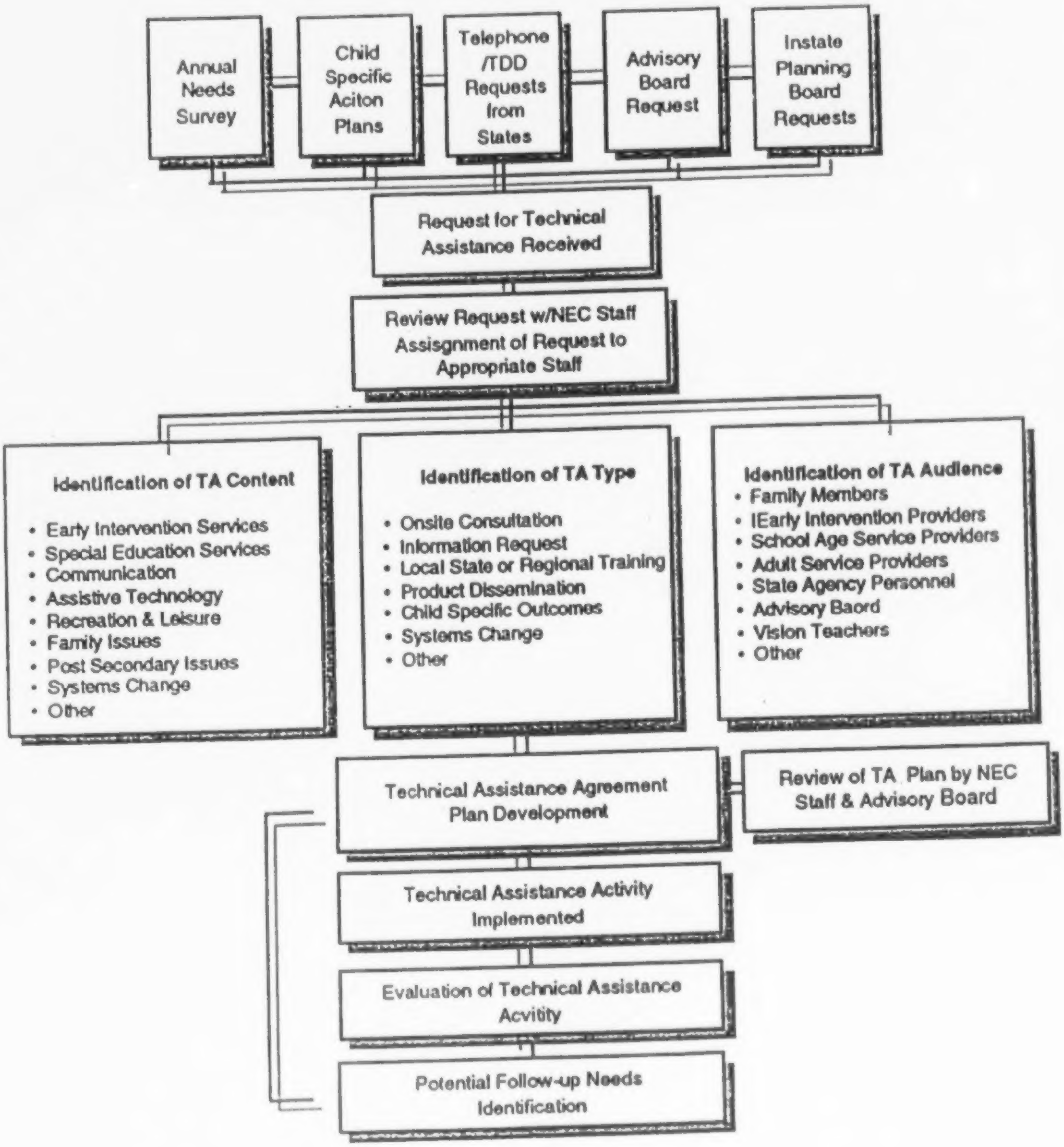
Forms

NEC Evaluation Feedback Loop


Needs Surveys Professional/Families
Satisfaction Surveys Professional/Families
Request for TA Forms Completed
Telephone/TDD Requests
Possible Topics for TA
Family Weekend Evaluations
Workshop Evaluations
Agreement TA Forms Completed
Informal Discussions
Plans for Change Completed
NEC Service Questionnaire
Follow-Up TA Forms Completed
Advisory Board
In State Planning Team
Coordinating Consultant
NEC Consultants
•compile info
•analyze data
•prioritize "Topics" for TA
•determine regional, state, program workshops
Information Reviewed at Advisory Board
Information Reviewed at In State Planning Teams
Information Reviewed at Individual Project Planning Committees
Project/Workshop Event/TA
Evaluation

MANAGEMENT OF TECHNICAL ASSISTANCE

NEW ENGLAND CENTER FOR DEAF-BLIND SERVICES


Annual Needs Survey
Child Specific Aciton Plans
Telephone /TDD Requests from States
Advisory Board Request
Instate Planning Board Requests
Request for Technical Assistance Received
Review Request w/NEC Staff Assisgnment of Request to Appropriate Staff
Identification of TA Content
• Early Intervention Services
• Special Education Services
• Communication
• Assistive Technology
• Recreation & Leisure
• Family Issues
• Post Secondary Issues
• Systems Change
• Other
Identification of TA Type
• Onsite Consultation
• Information Request
• Local State or Regional Training
• Product Dissemination
• Child Specific Outcomes
• Systems Change
• Other
Identification of TA Audience
• Family Members
• IEarly Intervention Providers
• School Age Service Providers
• Adult Service Providers
• State Agency Personnel
• Advisory Baord
• Vision Teachers
• Other
Technical Assistance Agreement Plan Development
Review of TA Plan by NEC Staff & Advisory Board
Technical Assistance Activity Implemented
Evaluation of Technical Assistance Acvitity
Potential Follow-up Needs Identification

Appendix A

New England Center's Evaluation Project
Menu of Tools

Evaluation Tool	Who should use this tool?	What are we evaluating?
Request for TA	NEC -related consultants to complete request either by phone or in person.	Types of TA requested and who is requesting.
Agreement for TA	NEC-related consultants will give this to classroom/school/agency.	Consultants working with the school / agency in delivering the TA requested.
Follow-up to TA	NEC-related consultants will complete this with classroom/school/ agency.	Feedback from classroom/school/agency regarding specific TA delivered.
Evaluation Form (data base of questions)	NEC-related consultants will give to all participants who attend workshops/inservices/ trainings/TA.	Inservice/training/ workshop impact and participant feedback.
Consultant's Self-Evaluation Form	NEC-related consultants.	Evaluation of self as consultant.
Professional Satisfaction Survey	NEC will complete mass mailing annually to all related programs.	Evaluating interest in further TA and/or feedback.
Family Satisfaction Survey	NEC will complete mass mailing to all families.	Feedback from families.
NEC Services Questionnaire	NEC's Transitional Consultant will request that families who have a son or daughter leaving the educational system into adult services complete this form.	Feedback from families.
Information/Networks	NEC -related consultants.	Documentation of best practices and new

information/research.

New England Center's Evaluation Project
Menu of Tools

Evaluation Tool	Who should use this tool?	What are we evaluating?
Plans for Change	To be completed by participants attending NEC related trainings and/or TA. Copy provided to NEC and follow up provided by NEC and in-state consultants.	Impact on the child, and/or system.
Contact Sheets	NEC -related consultants.	Documentation of contacts with families and programs. Phone calls, program visits, etc.

Reminder :
All NEC related trainings or TA must have the following completed and forwarded to NEC office A.S.A.P. :
- -sign in sheet
- -agenda
- -inservice info form
- -evaluations.

THANK YOU!

Appendix F

New England Center for Deaf-Blind Services

175 North Beacon Street • Watertown, Massachusetts 02172 • (617) 972-7517
Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts & New Hampshire

REQUEST FOR TECHNICAL ASSISTANCE

Phone ☐
In person ☐

Agency name: ____________________

Agency address: ____________________

Contact person: ____________________ Phone: ____________

Date of request: ____________________

General need for Technical Assistance: ____________________

____

____

Type of assistance requested (in-service, consultation, etc.) ____________

____

Expected benefits for students who are deaf-blind: ____________

____

____

Recommended provider of Technical Assistance, if known: ____________

Would you like New England Center staff to secure a consultant to meet this request? ______

Estimated amount of service required to meet this Technical Assistance need: ______

____

Target audience: ____________________

Number of participants: ____________ Estimated cost: ____________

Comments: ____________________

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Appendix F

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Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts, & New Hampshire

AGREEMENT FOR TECHNICAL ASSISTANCE

Objectives	Activities/Timelines	Documentation	Objective Manager

Agency Signature: ______________ Date: ______

NEC Signature: ______________ Date: ______

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New England Center for Deaf-Blind Services

175 North Beacon Street • Watertown, Massachusetts 02172 • (617) 972-7517

Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts & New Hampshire

FOLLOW-UP TO TECHNICAL ASSISTANCE

Date: ____________ Type of Program: ____________________________

Agency Name: ____

Address: ____

Contact Person: ______________________ Phone: ______________

Name of Person Completing Form: ___________________________

1. Did assistance/materials arrive in time to be useful? Y N
2. Are there additional assistance/materials you need to meet your objectives? If yes, please specify. Y N
   ____
   ____
3. Was assistance/material appropriate for your needs? Y N
4. Was assistance/material easy to understand? Y N
5. Did assistance/material add to your knowledge? Y N
6. Have you used resources provided by consultant? Y N
7. Has this challenged you to any changes in daily programming? Y N
8. Has any student change been noted? If so what? Y N
   ____
   ____
9. Do you wish another visit by initial consultant? If so, why? Y N
   - _____ for clarification of information?
   - _____ evaluation of changes made?
   - _____ brainstorming implementation?
   - _____ additional information?

Comments: ____

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WORKSHOP EVALUATION FORM

Date____________________

Presenter____________________

Site____________________

Session Topic____________________

Please help the NEC and the presenter of this workshop as we seek to improve the services we offer. Indicate below by circling the appropriate number, the extent to which you agree or disagree with the following statements: Circling 5 indicates that you strongly agree with the statement, circling 1 indicates that you strongly disagree with the statement.

	Strongly Disagree				**Strongly Agree**
This presentation was well organized.	1	2	3	4	5
I would recommend this presentation to a friend.	1	2	3	4	5
This presentation helped me to learn specific skills.	1	2	3	4	5
The presenter was receptive to questions.	1	2	3	4	5
The presentation allowed for sufficient follow up.	1	2	3	4	5
The material presented was relevant.	1	2	3	4	5
The material presented was current.	1	2	3	4	5
The presenter was willing to accommodate diverse learning styles.	1	2	3	4	5
The presenter covered an appropriate amount of material for the time allotted.	1	2	3	4	5
AV materials, overheads, handouts, etc. complemented the presentation.	1	2	3	4	5

Now that you have received this information, what will you do differently? ______________________________

Comments: ______________________________

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CONSULTANT SELF EVALUATION

Agency receiving consultation:
Type of program:
Agency address:
Contact person: Title:
Consultation date: Hours of visit:
Consultation provided to: (list staff names, titles)

Topic/type of TA provided:

Assess accomplishments:

Identify areas of improvement:

Consider events & environment - please describe: (i.e. noise level, lighting, etc.)

Identify further needs of group:

Will this information benefit children who are deaf-blind? If so, how?

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Appendix F

New England Center for Deaf-Blind Services
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Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts & New Hampshire

PROFESSIONAL SATISFACTION SURVEY

The Staff at the New England Center for Deaf-Blind Services (NEC) are interested in knowing how you feel about our services. Please help us by filling out this questionnaire and adding any comments or suggestions you may have. Thank you for your assistance.

Have you received services from NEC in the last two years? Yes No

Home state (circle one): Connecticut Maine Massachusetts New Hampshire

Below are some of the services offered by NEC. For each service listed, please circle the number that best reflects how helpful that service has been to you. If you have not received a service, circle 9, "not received".

SERVICE:	NOT RECEIVED	NOT HELPFUL		SOMEWHAT HELPFUL		VERY HELPFUL
Workshops:						
Topic/Presenter: ______________	9	1	2	3	4	5
Topic/Presenter: ______________	9	1	2	3	4	5
Topic/Presenter: ______________	9	1	2	3	4	5
Summer Institute	9	1	2	3	4	5
Family Weekend	9	1	2	3	4	5
Technical Assistance Type: ______________	9	1	2	3	4	5
Library Resources	9	1	2	3	4	5
Public Domain Software	9	1	2	3	4	5
Consultation	9	1	2	3	4	5
Teacher to Teacher Network	9	1	2	3	4	5
Facilitation, Visiting other classes	9	1	2	3	4	5
NEC Mailings	9	1	2	3	4	5
Other: Specify ______________	9	1	2	3	4	5

MORE QUESTIONS ON BACK - PLEASE TURN OVER!

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New England Center for Deaf-Blind Services

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FAMILY SATISFACTION SURVEY

The Staff at the New England Center for Deaf-Blind Services (NEC) are interested in improving our services to families. Please help us by filling out this survey and returning it to us along with any comments you may wish to make.

Your name: (optional) ______________________ Home state: ____________

Your child's name: (optional) ______________________________

Have you received services from **NEC** in the past two years? ____ Yes ____ No

Consultation:

- Before coming to see you, did the consultant talk to you about specific issues you wanted to discuss during the visit? ____ Yes ____ No
- Was the consultant prepared to assist you? ____ Yes ____ No
- Did the consultant have the skills needed to provide the assistance you requested? ____ Yes ____ No
- Was the consultant aware of and sensitive to *your* priorities for your child? ____ Yes ____ No
- Did the consultant relate well to all family members? ____ Yes ____ No
- Would you recommend the consultant to another family? ____ Yes ____ No

What types of services would you like to see NEC provide in the future? ______________________________

____

____

____

Can we contact you to provide follow up or support for any of your concerns? ____ Yes ____ No

If yes, please provide a number at which you can be reached and a convenient time for someone from NEC to call.
Phone: ______________________ Day/Time: ______________________

MORE QUESTIONS ON BACK - PLEASE TURN OVER!

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New England Center for Deaf-Blind Services
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Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts & New Hampshire

NEC SERVICES QUESTIONNAIRE

1. What types of services/consultation have you/your family received from the **New England Center for Deaf-Blind Services** during the past few year?

- Technical Assistance/Training for School Staff ____
- Family Support via consultant ____
- Representation at IEP meetings ____
- Overview and information regarding adult services ____
- Support with choosing adult programs to meet needs of individuals with deaf-blindness ____
- NEC mailings ____
- Other (please list) ____________

2. Were these services useful to you in the transition process? If yes, how? If no, why not? ____ Yes ____ No

3. What additional services would have been useful to you during educational years? ____________

4. What additional services would be useful to you now? ____________

5. What services do you feel would be useful in the future? ____________

please return to:
Mara Evans
NEC
175 North Beacon St.
Watertown, MA 02172

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F

Assessment

New England Center for Deaf-Blind Services

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Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts, & New Hampshire

INFORMATION/NETWORKS

Date	Journal Read	Special Net Infor	Conference/Workshop	Info Received/Mail	Other Activity

Consultant: ________________

Dates: From: ________________

To: ________________

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PLAN FOR CHANGE

Date: ____________________

Name: ______________________________ Telephone: ____________________

Program/Site: ____

Address: ____
street city state zip

Child's name: ____

Major Concerns/Objectives	Action Plan
1.	
2.	
3.	
4.	
5.	

Anticipated completion date: ____________________

Upon completion, how will this plan benefit the child? ____________________

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CONTACT SHEET

Student Name: ______________________________

Note: Record all NEC Contacts.

DATE	CONCERNS
	NEC Contact:

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NEW ENGLAND CENTER FOR DEAF-BLIND SERVICES
175 North Beacon Street, Watertown, MA 02172 (617)924-3434
Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts, & New Hampshire

Inservice/Workshop Information Sheet

Topic: ______________________________

Title: ______________________________

Date(s): ______________________________

Presentor(s): ______________________________

Location (Program or Agency name and address):

____

____

____

____

Evaluation: **Please attach evaluations forms.**

Please be sure to attach an agenda and a participant list to this sheet.

BEST COPY AVAILABLE

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POSSIBLE TOPICS FOR TECHNICAL ASSISTANCE

Communication

- basic sign language
- techniques in using tactile sign
- methods to stimulate communication
- augmentative communication (pictures, objects)
- hierarchy of communication skills

Functional Use of Low Vision

- suggested environmental adaptations and methods to implement them
- understanding ophthalmological reports
- impact of low vision on sign language reception
- adaptation of work materials to accommodate visual loss

Mobility

- basic sighted guide techniques
- route planning in the community
- self-preservation training

Independent Living Skills

- suggested structure/schedule for clients time in residence
- adaptations and special materials for food prep
- help in organizing clothing and personal possessions
- information on adaptive equipment for fire drill and other safety issues

Recreation and Leisure

- best resources in community for persons with deaf-blindness
- techniques for increasing peer interactions
- group activities
- arts and crafts ideas
- physical fitness
- age appropriate activities

Behavioral Concerns

- behaviors commonly associated with deaf-blindness
- distinctions between self-abuse and self-stimulation
- successful reinforcement techniques
- functional data collection systems
- physiological causes of behaviors in persons with rubella
- behavioral consultation for specific students/clients
- functional assessment

Assistive Technology

- environmental/classroom adaptations
- computer adaptations

Cross Reference Objectives

- creating classroom environments which reflect skill development throughout daily classroom activities
- embedding IEP objectives within every activity

Possible Topics for Technical Assistance - continued

Writing Goals and Objectives

- generate goals that reflect communication, transition, etc.

Working with Children Who Are Neurologically Impaired

Sensorimotor

- a process helpful identifying age-appropriate activities
- identifying observable behaviors which can be translated into teaching strategies across the lifespan

Etiologies

- Rubella (including late manifestations of CRS)
- CHARGE
- Usher's Syndrome
- Trisomy 18, 3

Personal Futures Planning

Vocational/Life Skills

- developing goals and activities
- innovative employment ideas
- creative housing options
- Trisomy 18,

Curriculums

- INSITE
- AEPS
- Perkins Activity Guide
- COACH model
- OREGON

Family Support

- home visits
- individual consultations to families
- Family Weekend
- Advocacy training

Strategies for Successful Integration to Public Education

- defining mainstreaming, integration, inclusion
- designing & adapting activities
- social skill development
- adapting curriculums

Team Collaboration

- discipline free objectives
- suggestions to aid in team development

Hearing Loss

- auditory skills
- hearing aid care/maintenance
- functional hearing skills
- hierarchy of auditory skills

Assessment

- suggested assessment tools
- resources/agencies available for formal assessment
- resources for informal assessment

New England Center Pilot Project

Pilot Project Objectives

PILOT PROJECT 1994-1995

OBJECTIVES

1. Development of Instruments: to develop and assess the ability of educational environments to provide for full inclusion of young children who are deaf-blind.

1.1 Review existing evaluative measures used to conduct environmental assessments of social interaction and communication.

1.2 Develop procedures for ecological assessment of integrated educational environments.

1.3 Field test assessment instruments with participating programs serving deaf-blind children and youth.

1.4 Develop LEA, staff self assessment instruments to evaluate ability to include children with deaf-blindness in regular classrooms.

1.5 Identify program quality indicators for children and youth with deaf-blindness regarding total inclusion.

ACCOMPLISHMENTS:

(#1) Accomplishments (Development of Instruments):

Assessment of educational environments, relative to Objectives 1. 1 and 1. 2., began during January of 1994 and continued to the end of the Project. Data specific to individual programs was collected as well as an overall data analysis that describes these environments (see attached Section: Classroom Environmental Assessment). Review of these data suggests that while environmental arrangements by teachers occur more frequently, the rate of peer and teacher mediated interventions remains quite low. The highest rating occurred in a setting in which the teacher was specifically trained in the area of deaf-blindness and curriculum adaptations. The actual assessment tool that was used to conduct these environmental assessments was an adapted from the Vanderbilt-Minnesotta social skills Project, and the changes made to this instrument included greater emphasis on environmental arrangements and communication strategies for children who are deaf-blind.

Several assessment tools were developed and implemented to address the unique needs of young students who are deaf-blind and educated within regular education settings. These materials are included in the **Procedures Manual for the New England Center Pilot Project** (refer to attached document) which was disseminated to 622 projects as well as programs participating in the New England Center Pilot Project. Primarily, this document was intended as a guide for educational consultants and related personnel who provide technical assistance and training within regular education settings involving young children who are are deaf-blind. The Procedures Manual details four procedural steps that are performed or organized by Project personnel and includes recommended forms for completing these steps.

The assessment and documentation forms that were developed and implemented include the following: Interagency Agreement; Quality Indicators for Educating Young children With Vision and Hearing impairments in Regular Education Settings; Family Wish List; Classroom Personnel Information Form; Communication Profile; Classroom Environmental Assessment (adapted from the Vanderbilt-Minnesota Social Skills Project); Curriculum Grid (Examples A and B); Observation Feedback Procedures and Form; and Strategies for Promoting Social Interaction and Acceptance Within Inclusive Settings. In addition, all of the forms or tools included in the Procedures Manual were field tested with participating programs. The list of program quality indicators was disseminated to these programs and other inclusive programs involved with the New England Center for Deaf-blind Services. This list details elements thought to be important in providing quality education to young children with deaf-blindness within inclusive settings. Staff assessment was conducted using a questionnaire format, workshop evaluations, and individual interviews with participating program staff. All of these programs indicated that they wished to continue services with the Pilot Project, especially in regard to consultation on individual program planning issues.

It should be noted that the **Observation Feedback System** was instituted for the purposes of providing staff with technical assistance and specific information regarding teaching procedures that promote the child's participation in the classroom (see attached document). This form of technical assistance involved teacher-selection of areas they feel are of import and documented strategies that staff should consider modifying or continuing. Also, this system was employed as a means of evaluating areas in which staff required the most assistance /training.

2. Family: to develop a process to assess children that is respectful of family values and establishes parents/primary care givers as the central figures in the development of individual educational plans.

2.1 Review existing models for the empowerment of families.

2.2 Develop instruments for project use in assessment of the family ecology, desires of family members, and stress in the family environment.

2.3 Develop family satisfaction instrument to evaluate project effectiveness.

2.4 Develop family training and support services to facilitate community inclusion of a child who is deaf-blind.

ACCOMPLISHMENTS:

(#2) Accomplishments (Family)

Individual family assessments were conducted to highlight the most critical issues that families have relative to their child's participation in the inclusive setting. All of the families served indicated their concern that training in the areas of activities of daily living and leisure skills was especially difficult within the framework of the inclusive classroom. Therefore, Pilot Project personnel encouraged regular education staff to address these skills during opportunities that naturally occur within the classroom schedule and then to include direct skill training during classroom times that were less important for the child to be involved in (i.e., during periods that were less meaningful for the child).

Since it was found that programs servicing these children already administered a family needs assessment, an assessment of family stress was not developed. Family training and support services were delivered on an individual family basis, and during meetings and regular phone contact. These contacts were documented throughout the project and are presented in the Section: **Meeting Time**. Individual workshops were held on the topics of communication, functional vision/hearing, collaborative teaming, and philosophical issues related to inclusion. All parents were encouraged to attend and were provided with child care and accommodations. A family satisfaction survey was administered at the conclusion of the project to provide future direction to the New England Center for Deaf-blind Services, specific to planning training activities for parents who have young children who are being educated in inclusive settings. Lastly, the issue of community experiences was especially difficult given the wide geographical area that was served. However, parents were provided with information on how to access after school programs and respite services within their immediate area.

3. LEA impact: to assist local education providers and staff in assessing the educational needs of young children with deaf-blindness.

3.1 Work collaboratively with LEA and agency consultants to gather background assessment information and previous preserves plans for each child.

3.2 Identify team members (mentor specialist and corresponding local specialist) who will be the core group involved in the assessment, planning, and on-going service delivery.

3.3 Assess proposed environments with the environmental instruments developed by the project.

3.4 Share environmental assessment instruments with local education agencies and family members to ensure clear expectations of project purposes and procedures.

ACCOMPLISHMENTS:

(#3) Accomplishments (LEA IMPACT)

Collaboration with LEA and agency consultants was conducted during weekly TEAM Meetings and individual consultation with primary educational staff. (See Section: Consultation Time). For each child, team members who were responsible for child assessment, planning, and on- going service delivery were identified. Environmental assessments were conducted in all programs to identify child, teacher, and peer-mediated issues. The specific results of these assessment efforts have been conveyed to local education agencies and family members during the TEAM process and weekly classroom meetings.

Modifications:

The identification of team members was conducted for all children served, however consistent participation of many of these personnel was difficult to achieve. The reason being that these programs did not have the administrative and "system wide"support to encourage and require consistent participation. It was often more difficult for team members who were private consultants/therapists and who scheduled only direct service hours with limited opportunities for consultation. Typically, meeting time with classroom staff was sporadic, and not formally scheduled. In two cases local teacher's unions forbid their members to participate in some project activities as it was considered "extra work". Lastly, several LEA's requested continuation of of technical assistance from the New England Center For Deaf-Blind Services. While attempts are underway to subcontract for these services it is not clear whether the New England Center will be able to identify personnel to provide these services.

4. Educational Objectives: to encourage team involvement in planning IEP's and assessing progress.

4.1 To identify appropriate goals, instruments and strategies for assessment of programs for individual children.

4.2 Gather baseline videotapes and interval tapes of children to facilitate observations of children within their home and school environments. Videotapes may also be used in technical assistance and in services.

4.3 Individual teams will utilized periodic assessment information derived from videotapes to design individualized educational services and strategies to improve integration.

4.4 Develop in services and technical assistance for LEA staff which may include mentoring of recognized specialists.

4.5 Collaborate with **Into the Mainstream** efforts to train teachers to work in preschool integrated educational settings. Team members from participating districts will participate in **Into the Mainstream** summer institutes.

4.6 Develop sub-contracts with local educational agencies that provides the financial support for these agencies to release educational personnel for training.

ACCOMPLISHMENTS:

(#4) Accomplishments (Encouragement of TEAM involvement):

Initial procedures to encourage team involvement involved phone contact with local education agencies and utilization of the Interagency Agreement Form. The intent of this form was to detail services to be provided by the New England Center Pilot Project, to request at least weekly meeting time with either the full educational team or primary educational staff, and to establish a formal agreement that would ensure program/team involvement. A variety of curriculums for use with children with deaf-blindness were made available to programs and inservice training was conducted on the topics of total communication, environmental arrangements, curriculum modifications for young children who are deaf-blind, and functional vision assessment. Individual consultation to program staff regarding program planning and curriculum modifications was facilitated during use of the Curriculum Grid, Communication Profile, and Classroom Environmental Assessment. Staff were then directed to transfer this information into the child's Individualized Educational Program. Particular emphasis was on the specific goals for the child who is deaf-blind within the regular classroom activity and the use of a hierarchy for planning curriculum modifications and/or scheduling changes. Technical assistance was provided through individual training on site and group workshops.

Collaboration with **Into the Mainstream** was conducted through contact with a representative from the Department of Education. A representative from this agency also participated on the Pilot Project Advisory Committee, providing input as to the project's procedures and progress to date.

During the Summer of 1994, sub-contracts were instituted to encourage towns to release classroom aides for training. While the Pilot Project was able to provide t echnical assistance in a wide variety of training areas, some administrators cited a lack of financial resources to cover the absence of their staff from the classroom and to pay for substitute personnel. Originally, it was anticipated that by providing towns with the financial resources to release their staff for training they would begin to acknowledge their responsibility to budget for training time during the 94-95, 95-96 and 96-97 school years. Unfortunately, it has been our experience that local education agencies have not wanted to plan ahead and generally no planning occurs until the child's I.E.P. meeting takes place. Also, program planning and staff hiring usually did not occur until July, August, or even September, prior to the beginning of the school year. Lastly, the attendance of program staff at project workshops was still considered to be minimal at times, and programs often cited the lack of staff coverage. Some administrators expressed concern about the impression of other school staff, if extra release time and training time were provided to teachers serving children who are deaf-blind. Also, on two occasions this conflict was addressed during school union proceedings.

5. Advisory Committee: to establish a Project Advisory Committee to facilitate acceptance of the project, provide strategies and feedback on instruments and to facilitate project information.

ACCOMPLISHMENTS:

(#5) Accomplishments (Advisory Committee)

Approximately eighteen board members were identified and invited to attend two Advisory Committee meetings on March 7, and January 28th (see attached agendas and list of members).

6. Dissemination: to develop a final project report which will describe the inclusion process for 8-10 children who are deaf-blind.

6.1 Project report will include recommendations on strategies for inclusion that will be distributed to LEA's, federal government, parents, parent participants, Department of Education, Advisory Committee, Massachusetts Commission for the Blind, Massachusetts Commission for the Deaf and Hard of Hearing, Early Intervention Consortium and the NEC Advisory Board.

6.2 Develop a handbook for inclusion including instruments and instructions which will be available to LEA, NEC for future TA and consultations.

6.3 Videotape as a promotion for the handbook for inclusion.

6.4 Submit at least one article for professional journal publication.

6.5 Disseminate at professional meetings such as; New Staff Workshop, TASH and National Conference on Deaf-Blindness.

ACCOMPLISHMENTS:

(#6) Accomplishments - Dissemination:

The New England Center Pilot Project Procedures Manual (see attached document) and data collected from its related forms/assessments was developed during the final months of the project. Videotaping of individual children was conducted for the purposes of promoting inclusion of young children who are deaf-blind in regular education programs. Publication of an article in the Journal of Visual impairment and Blindness: Special Issue on Deaf-Blindness occurred in May-June of 1995. A presentation was conducted by the project coordinator at the New England Association for Education and Rehabilitation of the Blind and Visually Impaired on 11-3-93. Presentations were also conducted during the following conferences/seminars: D-B LINK (2-14-94); Parents of Young Children With Visual Impairment (Spring 94 conference); the New England AER Conference in the fall of 1994; and the 1995 Project Director's Meeting in Washington, D. C..

Pilot Project Consultation Summaries

ÇONSULTATION SUMMARY

Tracy Evans Luiselli - Pilot Project Coordinator

October 1, 1994 - September 30, 1995

TECHNICAL ASSISTANCE

DATES	PROGRAM	TOWN
10/4/95, 10/11/95	Preschool	Scituate
10/13/95	First Grade	Newton
3/1/95	Kindergarten class	Newton
3/7/95	Kindergarten class	Newton
3/15/95	Preschool and kindergarten classes	Scituate
3/15/95	Kindergarten class	Newton
3/16/95	Kindergarten Class	Newton
3/23/95	Preschool and kindergarten classes	Scituate
3/21/95	Preschool class	Franklin
4/6/95	First Grade	Newton
4/11/95	Kindergarten	Scituate
4/13/95	Preschool	Franklin
4/27/95	Preschool	Franklin
5/2/95	Kindergarten, Preschool	Scituate
5/5/95	Preschool	Franklin
5/17/95	First Grade	Newton
5/18/95	Kindergarten	Scituate
5/25/95, and 5/31/95	First Grade	Newton
5/31/95	Kindergarten	Scituate
6/8/95	Kindergarten	Scituate
6/13/95	Shriver Center, Eval Clinic	Waltham
6/16/95	kindergarten	Newton
6/28/95	Boston College	ChestnutHill
9/12/95	First Grade	Scituate
9/15/95	Preschool	Franklin
9/21/95	Second Grade	Newton
9/26/95	First Grade	Scituate

PROFESSIONAL MEETINGS

DATES	PROGRAM	TOWN
3/7/95, 3/8/95, 3/9/95	STAFF Meetings, Supervision,Case Reviews	Watertown
3/14/95, 3/15,95, 3/16/95		
3/21/95, 3/23/95, 3/30/95, 4/22/95		
4/26/95, 5/4/95, 5/11/95, 5/16/95		
5/17/95, 5/18/95, 5/25/95, 6/8/95		
6/20/95, 6/21/95, 6/22/95, 7/5/95		
8/8/95, 8/9/95, 8/29/95, 8/30/95		
9/5/95		

CONFERENCES/WORKSHOPS ATTENDED orPRESENTED

Date	Topic	Location
4/5/95	Functional vision	Childrens Hospital
5/23/95	Communication/Case Reviews	Watertown
7/10/95 TO 7/14/95	PRESENTED: INSITE TRAINING	BOSTON COLLEGE

CONSULTATION SUMMARY
Pilot Project

Susan DeCaluwe - Educational Consultant
OCTOBER 1, 1994 - SEPTEMBER 30, 1995

PROFESSIONAL MEETINGS/COMMITTEES

DATES	PURPOSE	LOCATION
3/13,3/27,3/28,4/12,4/25,4/26,5/4, 5/11,5/25,6/1,6/15,6/20,6/28,6/29, 6/30,7/5,7/10-7/12,8/8,8/9,8/22, 8/28,8/8-8/9,9/26,9/29,10/10, 10/24,10/26,10/27,10/31,11/2,11/6 11/20-11/21,11/29,12/18,12/19, 12/20	Pilot Project Planning	Watertown
3/28	Pilot Project Advisory Committee	Watertown

MASSACHUSETTS

DATES	PROGRAM	LOCATION
10/7,10/13,11/1,11/8,11/9,11/17, 11/22,11/29,12/8,12/13,12/20, 1/19,1/24,1/31,3/14,3/28,3/30,4/4, 4/10, 4/25,5/2,5/9,5/16,5/23,6/6, 6/13,6/16,7/5,7/10,8/31,9/14,9/21, 9/28	Integrated Preschool Program	Pembroke
10/4,10/27,12/12,12/19,1/12,1/26, 2/11,2/16,3/7,4/27,5/22,5/23,5/24, 7/25,8/30	CT Plunkett	Adams
12/12,1/19,3/3,4/7,5/3,5/4,5/10, 5/15,5/22,7/26,8/9	Integrated Preschool Program	Osterville
9/13,9/19,9/26,10/12,12/8	Integrated Preschool Program	Hyannis
10/7,12/12,1/5,1/18,3/9,4/7,5/10, 7/20,7/21,7/31,8/11,8/21,9/6	Home Visit	Centerville
11/9,1/31,2/10,5/9,5/23,9/28	Home Visit	Halifax
10/27,12/19,1/12,1/26,2/11,2/16, 4/27,5/22,5/23,5/24,7/25,8/30	Home Visit	Adams
3/3	Low-vision assessment (Louisa Mayer)	Centerville
3/21	Low-vision assessment (Louisa Mayer)	Pembroke
2/11	Low-vision assessment (Dr. Ruggiero)	Northampton
5/23	Low-vision assessment (Louisa Mayer)	Northampton
2/9	MA General Hospital	Boston

CONFERENCES/WORKSHOPS ATTENDED

DATES	TITLES	LOCATION
5/23,11/21	John Costello-Communication	Watertown
11/20	Dr. Bonnie Utley	Watertown

Pilot Project Classroom Environment Assessment

CLASSROOM ENVIRONMENTAL ASSESSMENT

	Hannah		Addie		Moira		David		Rachel		Jeremy		Adam		Tiffani			
	1994	1995	1994	1995	1994	1995	1994	1995	1994	1995	1994	1995	1994	1995	1994	1995		
Environmental Arrangements																		
1	1.90	1.00	2.00	1.50	1.40	2.00	3.40	3.00	4.00			4.25	2.50	2.70	2.43	3.00		
2	1.30	1.00	3.00	1.50	2.00	2.00	3.70	4.00	4.00			4.00	2.70	2.80	2.29	2.50		
3	2.10	1.00	1.00	2.00	1.40	2.00	3.40	5.00	3.00			4.25	2.20	2.00	1.85	2.00		
4	1.50	1.00	1.00	1.80	1.40	1.00	3.60	5.00	4.00			4.00	1.90	1.80	2.14	1.00		
5	4.10	4.00	5.00	3.00	4.40	4.00	4.40	5.00	5.80			2.75	2.40	2.90	3.29	2.30		
6	2.50	4.00	4.00	4.00	2.50	1.00	3.20	5.00	4.90			3.25	2.80	2.90	3.29	2.00		
7	1.80	4.00	1.00	1.80	1.40	1.00	3.80	5.00	3.10			3.50	1.40	1.50	1.57	1.00		
8	1.50	2.00	2.00	2.00	1.30	5.00	1.60	4.00	2.50			2.63	1.50	1.40	1.14	1.00		
	2.00	2.25	2.25	2.20	1.97	2.25	3.26	4.50	3.90			3.58	2.20	2.25	2.25	1.85		
Child-Specific Interventions																		
9	1.60	1.00	2.00	3.50	1.10	2.50	3.50	4.00	3.20			3.37	1.70	1.90	1.71	1.00		
10	1.20	4.00	3.00	4.00	1.10	1.50	2.40	4.00	3.30			3.37	2.00	1.70	1.57	1.00		
11	1.20	1.00	1.00	2.00	1.20	1.50	3.50	2.00	3.00			4.25	1.80	1.80	1.43	1.00		
12	1.20	1.00	1.00	1.50	1.00	1.50	4.10	5.50	2.50			4.00	1.70	1.50	1.57	1.00		
13	1.20	1.00	3.00	1.00	1.00	2.50	3.30	5.50	2.90			3.87	1.80	1.80	1.43	1.00		
14	1.20	1.00	1.00	1.50	1.30	2.50	3.50	4.00	3.10			3.25	2.20	1.80	1.28	1.00		
15	1.20	1.00	1.00	1.50	1.10	1.00	3.40	5.00	3.90			3.00	1.50	1.20	1.00	1.00		
16	1.20	1.00	1.00	1.00	1.10	3.50	3.00	1.00	4.00			3.25	1.80	2.00	1.00	2.00		
	1.25	1.375	1.63	2.00	1.12	2.06	3.34	3.80	3.24			3.55	1.80	1.70	1.37	1.12		
Peer-Mediated Interventions																		
17	1.20	1.00	3.00	1.50	1.80	4.00	4.50	1.00	5.00			4.00	2.40	2.90	2.89	2.50		
18	1.20	1.00	1.00	1.50	1.30	2.00	2.50	4.00	2.90			1.87	1.80	1.60	1.57	1.00		
19	1.20	1.00	1.00	1.00	1.00	1.00	1.30	3.00	3.10			1.50	1.50	1.50	1.57	1.00		
20	1.20	1.00	1.00	1.00	1.20	1.00	1.20	1.00	3.50			1.50	1.50	1.10	2.00	1.00		
21	1.20	1.00	3.00	1.00	1.00	1.00	1.20	1.00	2.50			1.25	1.20	1.00	1.00	1.00		
22	1.20	1.00	3.00	1.00	1.00	1.00	1.30	1.00	2.00			1.25	1.50	1.10	1.00	1.00		
23	1.20	1.00	2.00	1.00	1.00	1.00	1.30	4.00	1.80			1.25	1.50	1.10	1.00	1.00		
24	1.20	1.00	3.00	1.00	1.40	1.00	2.10	4.00	2.70			1.50	1.60	1.40	1.28	1.50		
25	1.20	1.00	1.00	1.00	1.00	1.00	2.40	5.00	1.90			1.37	1.60	1.60	1.00	1.00		
	1.20	1.00	2.00	1.10	1.19	1.40	1.98	2.67	2.82			1.71	1.60	1.30	1.48	1.22		

Pilot Project Forms

Interagency Agreement

The **Pilot Project** and the Local Educational Agency ______________________
agree to perform or provide the following services as designated below:

Pilot Project

- Presentation of **Pilot Project** information to TEAM
- Collaborate with staff to develop Curriculum Grid
- Provide training to classroom personnel relative to implementation of Curriculum Grid and curriculum modifications
- When appropriate, conduct peer mediated training procedures
- Provide inservice training to TEAM
- Develop Child Packet that documents successful interventions and resources necessary to ensure inclusion process
- Complete and disseminate to LEA a cost analysis of services provided by the **Project** at the conclusion of the Project's involvement

LEA/Program

- Assist in obtaining permission for **Project** participation and provide access to child's records
- Support weekly or consistent meeting time between **Project** staff and classroom personnel
- Participation of TEAM at monthly or consistent meetings
- Daily scheduled free play period (i.e., recess)
- Consistent participation of nonhandicapped peers (at least three days per week)
- Implementation of educational procedures as designated in the child's I.E.P.
- Encourage participation of parents within the TEAM process

Local Educational Agency	Classroom Teacher/Personnel	Pilot Project Staff/DATE

Quality Indicators For Educating Young Children With Vision and Hearing Impairments in Regular Education Settings:

(1) The primary wishes of the family are reflected throughout the child's program and parents are informed as to who they should call if problems or concerns should occur. Also, parent phone calls or requests are responded to in a timely manner.

(2) The family believes that the educational setting is able to meet all of their child's needs or that accommodations are made by the local education system (i.e., outside consultant or evaluation). In addition, an inclusion program is available during the summer for children who require services to prevent regression of skills.

(3) The individual needs of the child take precedence over the classroom staff/program needs.

(4) The peers, staff and parents focus on what the child can do and what the child needs to learn next, rather than on what the child cannot do.

(5) The child's formal communication system is consistently used by all primary educational staff.

(6) The TEAM views the child as a thinker/communicator (i.e., the child is capable of learning and staff attempt to interpret the child's responses and to look for consistencies in communicative behavior).

(7) The classroom's physical environment is designed so that it is conducive to the child's participation in the class, with an emphasis on fostering independence (i.e., accommodations have been made to control for factors such as extraneous noise, glare, and organization of the physical space).

(8) When necessary, the classroom's learning environment and curricula are adapted to meet the needs of the child and these adaptations occur in a timely manner (e.g., braille, computer equipment, positioning equipment, enlarged print).

(9) Whenever possible, social skills training should be addressed to the class as a whole and the primary goal should be that peer relationships are reciprocal. However, if more specific information is necessary to promote social interacti with the child who is deaf-blind, peers should be provided both formal and informal training that uses modeling and rehearsal procedures. Specifically, peers are informed about how to interact with the child so that they are comfortable initiating interaction and interpreting the child's response (i.e.,

touching the child, greeting the child, suggesting play, signing, hugging, sharing seats, persisting in initiations, asking adults for assistance). Also, these procedures are modeled by adults throughout the school day and reviewed on a regular basis (i.e., biweekly team meetings). Whenever possible, staff encourage interactions that involve turn-taking rather than peers always directing the play activity or interaction.

(10) Whenever possible, and if a child requires individual instruction to develop a particular skill, this learning occurs within the regular classroom. If it is decided that instruction should take place outside the classroom, the reasons for this decision are presented to the TEAM. Also, related service decisions are made through the team process and reflect the needs of the child rather than the staff or program.

(11) Staff are comfortable and familiar with the needs of the child and they know how to adapt the environment/activity so that the child can participate at his/her level.

(12) Staff are knowledgeable regarding the child's functional vision and hearing abilities and necessary curriculum modifications/adaptations.

(13) Staff are comfortable in requesting assistance, especially around the areas of vision and hearing loss and the impact on development.

(14) Staff are fully supported in the area of training requests, and regularly scheduled meeting time is made available to discuss issues or concerns. At least weekly or biweekly meetings are held to evaluate the strengths and weakness of the program and to allow staff to make program changes in a timely manner. Parents are always encouraged to participate in these meetings.

(15) All primary education staff see their involvement with the child as part of their job and not extra work. Teaching staff are given planning time outside their regularly scheduled classroom duties on at least a weekly basis. Supervision of classroom staff occurs on a regular basis and staff receive both written and verbal feedback on their performance.

Family Wish List

INTERVIEW FORMAT

The following information is needed to assist in appropriate planning for your child. Your input and knowledge regarding goals for inclusion are greatly appreciated.

(1) What do you feel should be the most important goals for your child during this school year?

(2) Please indicate at least three things that you hope your child gains from being in a program with peers who are nonhandicapped?

(3) Please indicate at least three concerns that you have about your child being involved in such a program (i.e., things that you **don't** want to see happen)?

(4) What are some of the most critical things about your child that you feel all staff should know?

New England Center Pilot Project

1995

COMMUNICATION PROFILE

Directions: Code the observable behaviors by checking the boxes that appropriately describe the forms of verbal and non-berbal behaviors (red=expressive communication behaviors, blue=receptive communication behaviors).

FORMS: Functions:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT TO→	LOOK/ ORIENT AWAY ← FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL /SELF-STIM	OTHER
Interactive: (Wants...)														
•Attention - greet, call														
•Repetition (turn taking)														
•Affection (humor, teasing)														
•Assistance														
Feelings:														
•Anticipation/Excitement														
•Boredom														
•Fear														
•Frustration														
Attending Behavior:														

COMMUNICATION PROFILE

Directions: Code the observable behaviors by checking the boxes that appropriately describe the forms of verbal and non-berbal behaviors (red=expressive communication behaviors, blue=receptive communication behaviors).

Functions:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT TO →	LOOK/ ORIENT AWAY FROM ←	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Environmental Regulators														
• Request for Object/Action/Information														
• Protest-Object/Action														

New England Center Pilot Project **1995**

Classroom Environmental Assessment

Child: ______________________ **Date:** ____________________

Observer: ______________________ **Activity:** ________________

Instructions: Immediately following an observation, complete this checklist, which is specific to the child you have observed. Rate each item to indicate the extent to which the described tactic was directly implemented for that child or the item was descriptive of the child's classroom program during the observation period. When necessary, write descriptive comments in the section indicated for follow-up review with classroom personnel. Rate each item on the following scale:

1 - Not observed or not descriptive of the child's class/program

2 - Implemented for short periods of time or barely descriptive of the child's class/program

3 - Implemented for small period of time or somewhat descriptive of child's class/program

4 - Tactic implemented for large portion of period or item is fairly descriptive of child's classroom program

5 - Tactic was implemented throughout period or item is fairly descriptive of child's classroom program

Environmental Arrangements:

(1) Children play in relatively small, well defined areas that are associated with consistent and specific tactual cues or materials (in contrast to playing in large, undifferentiated play areas). 1 2 3 4 5

Comments:

(2) The teacher directs the target child to classroom/play activities and provides appropriate physical positioning and guidance. 1 2 3 4 5

Comments:

(3) Teacher introduces classroom activities using distinct cues, prior to the activity or play sequence (i.e., visual/tactual/auditory). 1 2 3 4 5

Comments

(4)	Teacher selects activities that have a high structure (specific and consistent materials and location within the classroom) versus low structure (i.e., high variability in objects used and location within the classroom).	1 2 3 4 5

Comments:

(5)	Child's play group consists of **at least** an equal ratio of handicapped to nonhandicapped children.	1 2 3 4 5

Comments:

(6)	Child's desk/play materials are next to or within three feet of a nonhandicapped peer's.	1 2 3 4 5

Comments:

(7)	Classroom/play materials are distinctly labeled and easily accessible to the child (i.e.,tactual/visual cues).	1 2 3 4 5

Comments:

(8)	Controls for visual and auditory input (i.e., use of shades, carpeting, room dividers) are present.	1 2 3 4 5

Comments:

Child-Specific Interventions:

(9)	The teacher consistently uses a communication program that is appropriate for that child (gestures, speech, sign, objects, pictures) during all educational activities.	1 2 3 4 5

Comments:

(10) The teacher consistently allows for adequate response time, relative to the child's communication. 1 2 3 4 5

Comments:

(11) Prior to the introduction of activities, the teacher uses consistent procedures to let the child know what is going to happen next. 1 2 3 4 5

Comments:

(12) At the conclusion of activities, the teacher uses a consistent signal to indicate completion of the activity. 1 2 3 4 5

Comments:

(13) Teacher prompts and reinforces child to demonstrate specific social skills or concepts within natural settings (i.e., turn taking, initiating interaction with a peer, responding to peer initiations). 1 2 3 4 5

Comments:

(14) Curriculum/classroom activities are modified to meet the specific skill level of the child. 1 2 3 4 5

Comments:

(15) Teacher implements behavioral intervention \procedures as designated in protocol/I.E.P.. 1 2 3 4 5

Comments:

(16) When an intervention protocol is not required, but inappropriate/negative behaviors occur, the teacher rearranges the environment or redirects the child to engage in alternative/appropriate activities. 1 2 3 4 5

Comments:

Peer–Mediated Interventions:

(17) Children work in small groups, which have a joint purpose, and shared group objectives. 1 2 3 4 5

Comments:

(18) Teacher instructs peer(s) in the use of specific strategies for communicating/interacting with the target child. 1 2 3 4 5

Comments:

(19) Teacher instructs peers to persist in their communications/social interactions with the target child in an (a) instructional setting (b) natural setting. 1 2 3 4 5

Comments:

(20) Teacher instructs peers in how to physically present materials to the target child in an (a) instructional setting (b) natural setting. 1 2 3 4 5

Comments:

(21) Teacher instructs peers in how to request materials from the target child in an (a) instructional setting (b) natural setting. 1 2 3 4 5

Comments:

(22) Teacher instructs peers to be affectionate with the target child in (a) instructional setting, (b) natural setting. 1 2 3 4 5

Comments:

(23)	Teacher instructs peers to suggest play activities to the target child in (a) instructional setting (b) natural setting (play organizer).	1 2 3 4 5

Comments:

(24)	Teacher prompts peers to share materials with the target child in (a) instructional setting (b) natural setting.	1 2 3 4 5

Comments:

(25)	Teacher praises peers for interacting with the target child in natural settings.	1 2 3 4 5

Comments:

Adapted with permission from:

Odom, S. L., Peterson, C., McConnell,S. R., & Ostrosky, M. (1990). Ecobehavioral analysis of classroom settings that support peer social interaction of young children with and without disabilities. Education and Treatment of Children, 13, 274-287.

New England Center Pilot Project

1995

Curriculum Grid
Example A

Activity #: ____________________

	Instructional Groups:					
Considerations:	Large Group	Small Group	Peer Tutor	Dyad	Individual Instruction	Other
(1) Goal(s):						
(2) Materials:						
• Same as class						
• Seating/Positioning						
• Visual Adaptations:						
- contrast sensitivity						
- size						
- position of materials						
• Auditory Adaptations						
- audiological equipment						
- sound controls						
• Object Representations:						
- real object						
- picture						
- photograph						
- line drawing						
- texture						
- miniature						
•Augmentative Devices:						
- switch						
- computer adaptations						
- signaling equipment						
(3) Level of Assistance:						
- interpreter						
- no assistance						
- physical assistance						

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	ACTIVITY	OBJECTIVES	POSITIONING	RECEPTIVE LANG.	EXPRESSIVE LANG.
8:30-8:45 Assign Buddy for the Day	Arrival and Putting Materials Away	independence, organization, responsibility, socialization	wheelchair with tray, coat rack, cubby (label with clown)	1x1 person, sign "Good Morning", Time to take coat off, Pic Sequence, Peer Model"	
8:45-9:15	Circle Time (day time, date, schedule)	Socialization, Sharing, Communication, Attention (focusing), Listening Skills, Turn-Taking, Awareness of Time	Lap on the floor between staff legs at eye level with the children		
9:15-9:45	Free Play	Socialization, Choice Making, independence, Turn-Taking, Responsibility, Communication, Spatial Concepts, Discovery, Exploration, Problem-solving, Self-directed play	Depends on the Activity and the location: Art; wheelchair, Mat, Tumble Form, insert chair, etc.		
9:45-10:00	Snack/Toileting	Independence, Communication, Self-Help Skills, Socialization, Responsibility, Motor Skills, Attention	Eye level with the children at the table		

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	JESSIE'S OBJECTIVE	TEAM ADAPTATION & MODIFICATIONS	WHO'S RESPONSIBLE?	COMPLETION DATE?
8:30-8:45				
8:45-9:15				
9:15-9:45				
9:45-10:00				

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	ACTIVITY	OBJECTIVES	POSITIONING	RECEPTIVE LANG.	EXPRESSIVE LANG.
10:00-10:15	Outdoor recess	Motor-testing limits, Cooperation/Sharing/Turn-taking, Choice Making, Decision Making, Communication, Responsibility, Socialization. Practice Skills with Peers, Group Development.	Adapted swing and other positons dependent upon activity.		
10:15-10:45	Dramatic Play, Puppet, Story Time, Song Time	Puppets, songs, Social Emotional Development, imitating, role playing, skill development, Behavior (models, problem-solving, conflict resolution), Situational Conflicts, Validation, Self-esteem, Self-Worth Activities, Communication Development, Feelings	Eye level with children, have Jes move on her own		
10:45-11:00	Free Play	Socialization, Choice Making, independence. Turn-Taking. Responsibility, Communication, Spatial Concepts, Discovery, Exploration, Problem solving Self-directed play	Depends on the Activity and the location: Art; wheelchair, Mat, Tumble Form, insert chair, etc.		

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	JESSIE'S OBJECTIVE	TEAM ADAPTATION & MODIFICATIONS	WHO'S RESPONSIBLE?	COMPLETION DATE?
10:00-10:15				
10:15-10:45				
10:45-11:00				

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	ACTIVITY	OBJECTIVES	POSITIONING	RECEPTIVE LANG.	EXPRESSIVE LANG.
11:00-11:30	***Medication & Treatment (Reglan/Tagamin)***			***Will vary on how Jes is feeling and what the actual Classroom Schedule will be***	
11:30-12:00	Clean-up and get ready for Home	Responsibility, Self Help, Organization, Spatial Relationships, Socialization, Communication Transition, Motor	Wheelchair and other positions if necessary		
12:00 NOON	Lunch-eating with the other children	Socialization, oral-motor activities	***Imperative that Jes sit at a 45 degree angle after lunch for at least 1/2 hour to process her food. NO LYING FLAT!!***		
1:00-2:00	Special Class	Communication			
2:00-2:30	***Treatment***			***Will very on how Jessie is feeling and what the actual Classroom Schedule will be***	

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	JESSIE'S OBJECTIVE	TEAM ADAPTATION & MODIFICATIONS	WHO'S RESPONSIBLE?	COMPLETION DATE?
11:00-11:30				
11:30-12:00				
12:00 NOON				
1:00-2:00				
2:00-2:30				

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

OBSERVATION FEEDBACK PROCEDURES

DIRECTIONS: The educational consultant should meet directly with classroom personnel and request that ***staff*** select 2-3 of the following teaching procedures that they wish to receive feedback on. A joint decision should then be made as to the frequency of observations to be conducted by the educational consultant. Whenever possible, the **Observation Feedback Form** should be reviewed in a person-to-person meeting with classroom personnel and a written copy provided.

LIST OF TEACHING PROCEDURES AND INSTRUCTIONAL STRATEGIES:

(1) **Environmental arrangements** specific to the child's vision and hearing needs (i.e., lighting, controls for extraneous sound, organization of the classroom space).

(2) **Curriculum modifications** for maximizing the child's participation in the regular classroom.

-Positioning of the child

-Placements of materials

-Materials adaptations

(3) **Communication system** that is used consistently by primary educational personnel (gestures, signs, speech, tactual symbols, touch cues).

(4) **Peer-mediated interventions**:

-modeling

-rehearsal sessions

-feedback procedures

(5) **Teacher-mediated interventions**:

-prompting initiations and responses during naturally occurring activities

-frequency and timing of prompting procedures

Teacher/Staff Goal Statement (areas to target):

____

____

____

Observation Feedback Form

Teacher/Staff: ____________________ Date: ______________________

Project Personnel: ________________ Activity/Time: ______________

List of Target Teaching Procedures and Instructional Strategies:

1. ____

2. ____

3. ____

Observation Feedback

Strategies to **continue**:

1. ____

____

2. ____

____

3. ____

____

Strategies to **modify**:

1. ____

____

2. ____

____

3. ____

____

____

Strategies For Promoting Social Interaction and Acceptance Within Inclusive Settings

Often classroom teachers and administrators question whether they should introduce the *student who is deaf-blind* to the classroom and school community. The initial premise is that an introduction will assist people in better "understanding" the different ways that the child who is deaf-blind communicates and interacts with his or her environment. Such concerns may be more prevalent if the child presents with challenging behaviors or stereotypic behaviors that appear unusual to staff and students in the general public and regular education setting. From our experience, we have learned that informal discussion with individual peers and group discussions should be conducted, focusing on what the child can do rather than the child's disabilities. For example, formal trainings that focus on "disability awareness" seem to provide little information as to the many ways peers and staff might initiate and respond to an individual child. Instead, teaching children how to use a specific communication system or technique for providing sighted-guide have been more successful in promoting interaction with individual children and their peers.

The question of how best to respond to the questions and concerns of other parents continues to be an issue for some school systems. Again, from our experience, responding to issues on an individual basis has worked the best, such as when the teacher or school principal speaks directly to the other parent(s) regarding their questions or concerns. Also, it has been helpful to send out written notification explaining the school policy and mission statement at the beginning of the school year, and during the middle of the school year as a reminder. The following strategies are provided as a guide for promoting social interactions and the acceptance of the child with deaf-blindness in the classroom:

A. Introduction of The Child:

1. NATURAL INTRODUCTIONS:

During the beginning days of school and throughout the school year, initial introductions should involve natural explanations and interpretations of the child's communicative behaviors. Natural explanations involve the adult verbally describing what the child is doing and why. For example, if the child begins to push materials away, the adult should interpret this response for the peer by saying something like "Jessie, I think that you're trying to tell Sam that you don't want to play with this now". Or if the child reaches out for a peer, the adult might say "Oh Jessie's saying hello to you Sam". Or, encourage the peer to function as interpreter, "HMM - I think that Jessie is trying to tell me something Sam, can you think what it might be?".

2. GROUP SESSIONS:

Group sessions may begin toward the end of the beginning first week of school, since children have had an opportunity to meet one another and to develop some questions. Generally, it is best to target a small group of children who appear outgoing in the areas of greeting others and conversational skills. However, these group sessions also may be conducted to the class as a whole. Depending on the child's cognitive and communicative abilities it may be best if s/he doesn't attend the first few sessions. This will allow children to freely ask their questions and will also provide the teacher with some initial impressions of the types of questions the students might have, while avoiding conversation about the child that might be embarrassing or condescending.

(a) As the year progresses, these sessions might occur once per month, depending on whether the teacher has observed on-going interactions that are positive and age-appropriate and whether most peers are initiating interactions toward the child.

(b) If children are noted to make negative comments or to physically pull-away from the child's physical overtures, then a decision should be made as to whether this occurs with only one child and can be dealt with on an individual basis, or whether it should be discussed openly with the class in a formal session/meeting time. Whenever possible, the teacher should conduct group sessions that target class interaction as a whole, while interjecting specific information about the child with disabilities when appropriate. For example, the teacher might begin discussion about how children can respond to a neighbor who is too noisy. Following this initial instruction, an example of how to tell the child with disabilities to be quiet is interjected, "Gently take Jessie's hand and make the SHH sign to your lips, and then say, Jessie please be quiet".

B. Procedures For Peer Training Sessions

During more formally scheduled training sessions, the teacher reviews play facilitation strategies and role plays with several peers in the group. The goal is for peers to demonstrate their initiations and play behaviors during natural encounters and play periods. It may be helpful to list the steps involved in a particular topic that is being addressed and leave this list posted in the classroom. The following is a list of suggested topics that may be addressed during group or individual peer training sessions:

1. GREETINGS:

The class or peer are instructed that they are going to learn how to greet the target child. The forms of communication that may be demonstrated include verbal, tactual, use of name signs, objects, initial handshake, touch cue on the arm, or shoulder, etc. The major interactive behaviors that peers learn to perform include:

(a) Say hello and identify yourself

(b) Wait

(c) Keep trying

(d) Ask adult for help

2. SUGGEST PLAY:

It is important for peers to learn how to include the child with deaf-blindness in their play activities and to set up the topic of play activity.

(a) Peer follows steps 1-3.

(b) Peer sets up occasion for play interaction, "Amy let's play the computer game".

3. **SHOW CHILD HOW TO PLAY**:

(a) Peer follows steps 1-3 above.

(b) If necessary, the peer provides hand-over-hand to assist the target child in interacting with a play material. For example, the peer says "Turn the computer on here" (peer provides hand-over-hand demonstration).

4. **SHARING TOYS**:

(a) Peer follows steps 1-3.

(b) Peer makes overture to present item that they have been engaged with. For example, "This is your Z-BOT Sam" (peer places toy into child's hand).

5. **OFFERING ASSISTANCE**:

(a) Peer follows steps 1-3.

(b) Peer asks "Do you want help?" (peer waits for child's response).

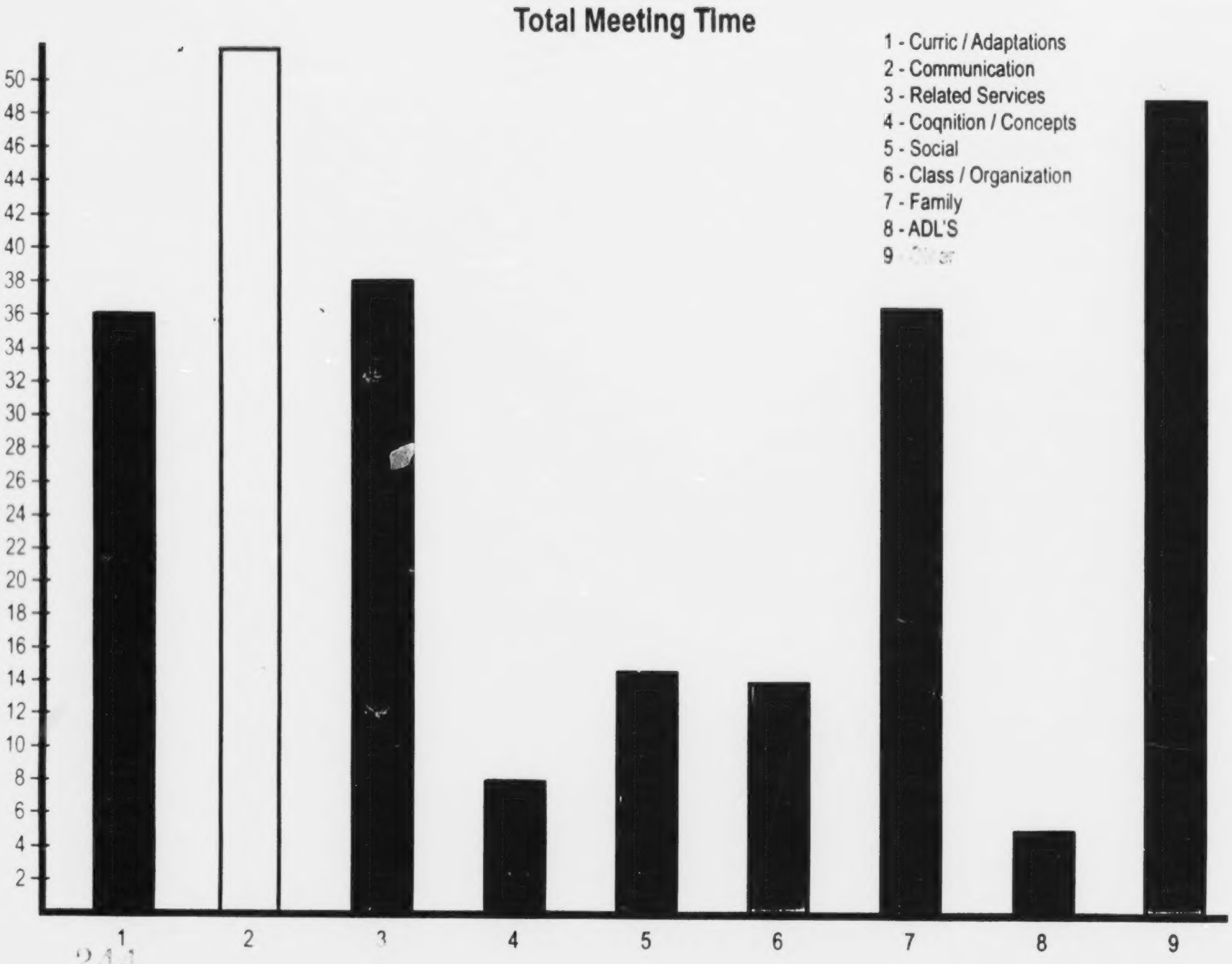
6. **KEEP TRYING**:

(1) Peer follows steps 1-3.

(2) Peer is encouraged to repeat his/her overtures and to wait for the target child to respond. The key skill for peers to learn is persistence in their attempts at interaction.

(3). Peer is instructed to seek adult assistance when their overtures are unsuccessful.

Pilot Project Meeting/Consultation Time



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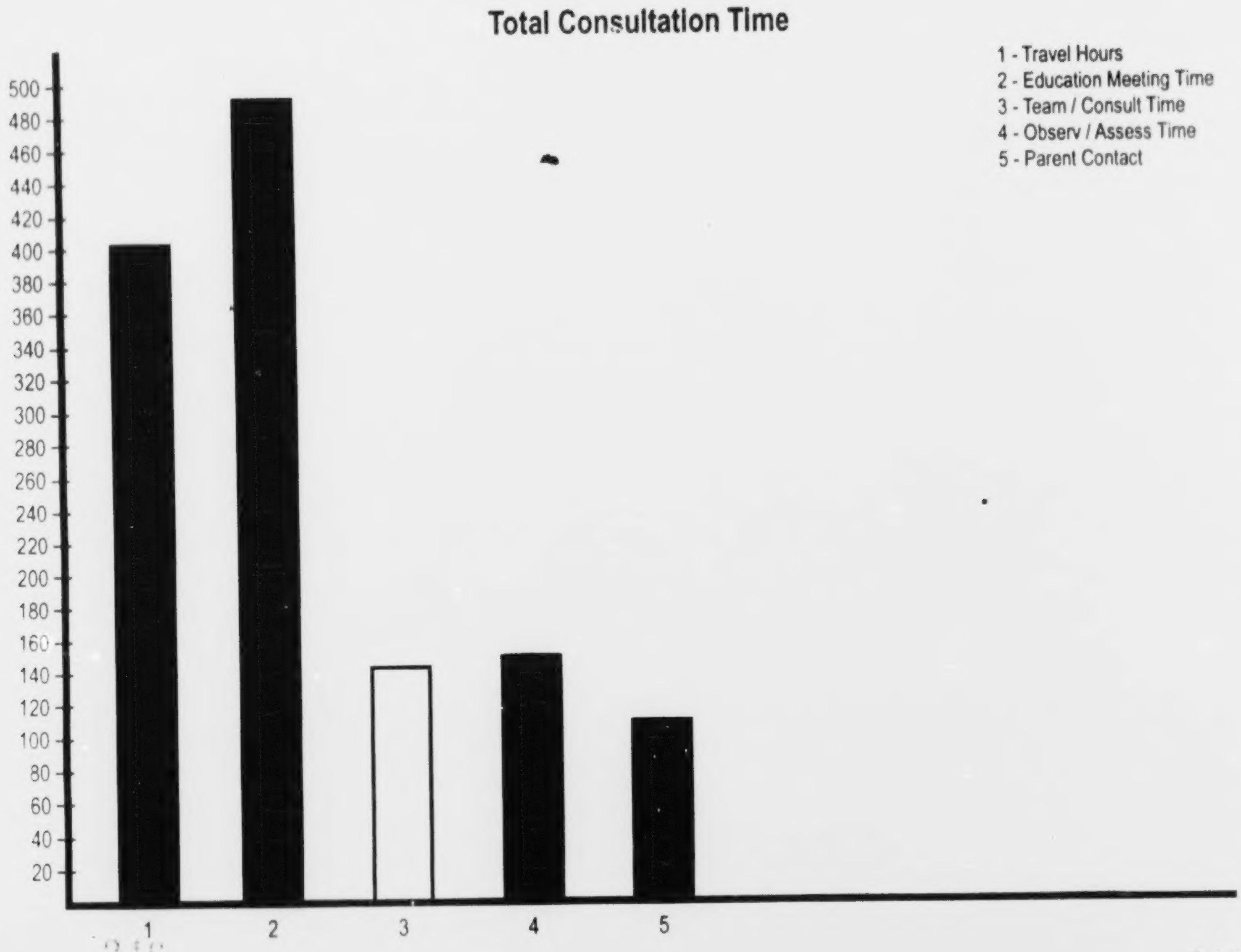

Total Consultation Time
1 - Travel Hours
2 - Education Meeting Time
3 - Team / Consult Time
4 - Observ / Assess Time
5 - Parent Contact
500
480
460
440
420
400
380
360
340
320
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
1
2
3
4
5

Pilot Project Workshops

Workshops
October 1, 1994 - December 31, 1995

Workshop Name	Date	Presenter(s)	Location	Sponsors
Developing Curriculum Grid	10/19-10/21	Tracy Evans Luiselli	Hilton Bldg. Watertown	NEC Pilot Project
Team Collaboration	10/21	Tracy Evans Luiselli Susan DeCaluwe Lisa Jacobs	Hilton Bldg Watertown	NEC
Case Reviews Communication/ Functional Vision	5/23	John Costello Louisa Mayer	Hilton Bldg ELP Room	NEC Pilot Project
Curriculum Grid Development & Transition Planning	5/24	Susan DeCaluwe	Hilton Bldg Watertown	NEC Pilot Project
INSITE Summer Institute	7/10-7/14	Tracy Evans Luiselli Susan DeCaluwe Lucy Kafka	Boston College Chestnut Hill	NEC Boston College Pilot Project
Identifying the Problem Issues & Coming to Team Consensus	11/20	Dr. Bonnie Utley	Hilton Bldg ELP Room	NEC Pilot Project
Case Reviews Communication/ Functional Vision	11/21	John Costello Louisa Mayer	Hilton Bldg Panel Room	NEC Pilot Project

New England Center Pilot Project

INFORMAL CASE REVIEWS WITH JOHN COSTELLO

OCTOBER 24, 1994

(1) Presentation of individual video segments

-Participants take notes during segments (questions, suggestions, comments)

-Follow-up discussion with John Costello

a. Hannah

b. Rachel

c. Moira

d. David

(2) Discussion of Handouts (hearing aids and choice making)

(3) Possible topics for next agenda

(4) Working lunch with Carol Dempsey

(5) Consultation with Alex Truesdall re: Object calendar boards

INSITE TRAINING

A Model of Home Intervention for Infant, Toddler, and Preschool Aged Children with Multiple Handicaps and Sensory Impairment

Five Day Training to be held at Boston College from
Monday, July 10 to Friday, July 14, 1995 from 9:00 to 4:00

Monday, Day #1: July 10, 1995

Introduction to INSITE Curriculum
Overview of Hearing Program
Anatomy and Function of the Hearing Mechanism
Causes and Types of Hearing Loss
Assessing Hearing Loss
Parts and Functions of Hearing Aid
Procedures for Using Hearing Aids and Auditory Trainer
Practicum
Discussion with Physician and Audiologist

Tuesday, Day #2: July 11, 1995

Overview of Communication Program
Creating and Environment That Fosters Communication
Informal Communication (touch cues,object cues,natural gestures)
Formal Communication (picture cues, tangible symbols, visual/tactual sign, speech, written words, braille)
Strategies for Teaching Functional Communication Skills
Discussion with Speech and Language Pathologist and Otolaryngologist

Wednesday, Day #3: July 12, 1995

Developmental Assessment: Considerations for Young children With Sensory Impairments
Introduction to INSITE CHECKLIST, CALLIER AZUSA SCALE
Practicum with Child and Parent Participants
Overview of Augmentative Communication and Computer Programs for Young Children With Sensory Impairments
Discussion of Assessment Project for Follow-up Fall Session

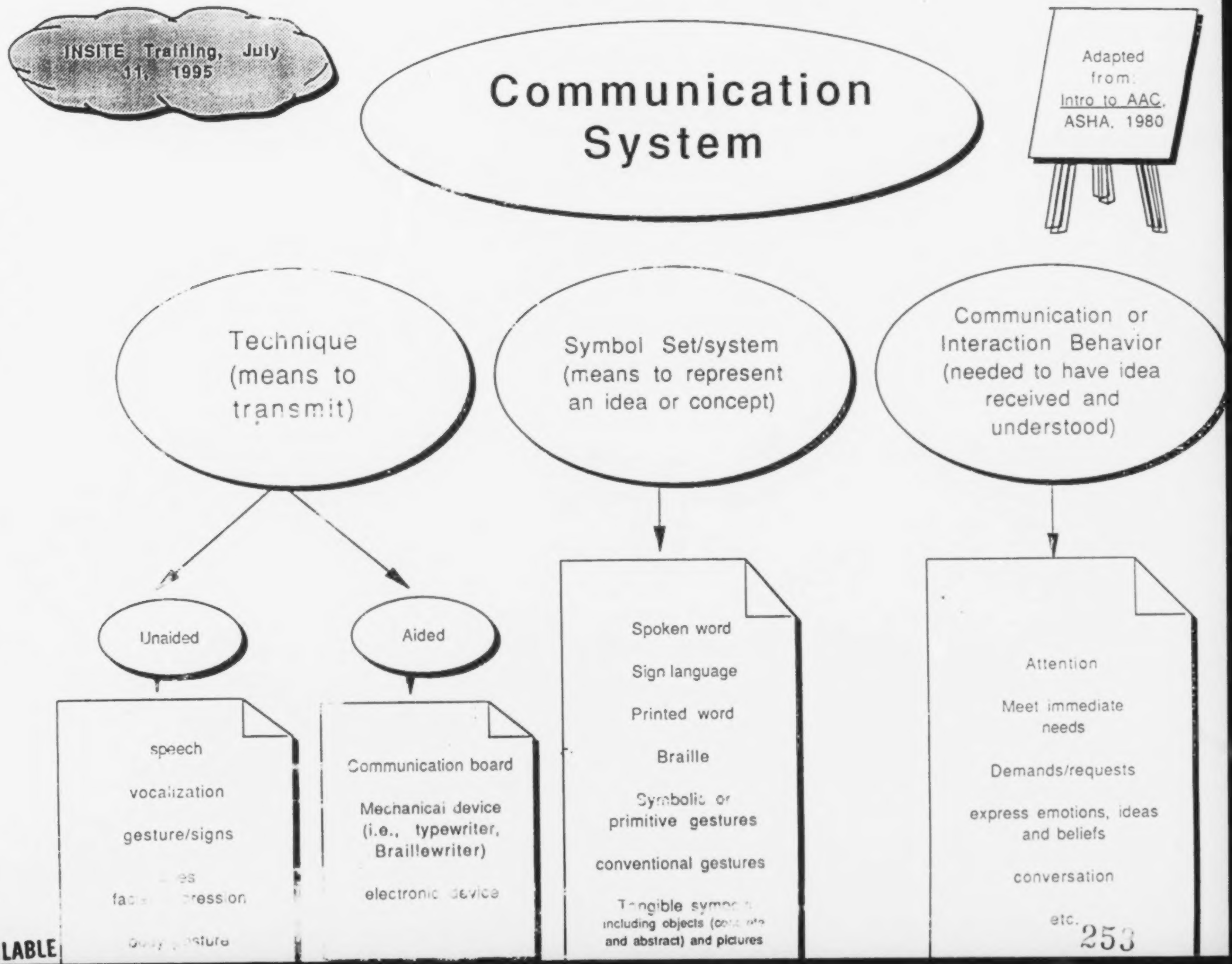
Thursday, Day#4: July 13, 1995

Disorders and Implications of Various Eye Conditions
Vision Testing and Working with Eye Care Professionals
Functional Vision Assessment
Discussion with Ophthalmologist and Eye Care Professionals
Orientation and Mobility

Friday, Day #5: July 14, 1995

Working with Families of Young Children With Disabilities: Panel Discussion
Discussion with Parent Panel
Conclusion of Training at 1:00

PLEASE CONTACT CAROL LEONESIO AT (617) 972-7515 (PROJECT SECRETARY, NEW ENGLAND CENT FURTHER INFORMATION. WHILE TRAINING IS PROVIDED AT NO COST, PARTICIPANTS/AGENCIES ARE ENCOURAGED TO PURCHASE THE TWO VOLUME CURRICULUM AT A COST OF $180.00 . ATTENDANCE IS LIMITED SO PLEASE COMPLETE AND SEND THE ATTACHED REGISTRATION FORM AS SOON AS POSSIBLE CONFIRMATION OF YOUR REGISTRATION WILL THEN BE MAILED TO YOU ALONG WITH SPECIFIC DIRECTIONS AND REGISTRATION MATERIALS.



INSITE Training, July 11, 1995

Communication System

Adapted from:
Intro to AAC,
ASHA, 1980

Technique (means to transmit)

Unaided

- speech
- vocalization
- gesture/signs
- eyes
- facial expression
- body gesture

Aided

- Communication board
- Mechanical device (i.e., typewriter, Braillewriter)
- electronic device

Symbol Set/system (means to represent an idea or concept)

- Spoken word
- Sign language
- Printed word
- Braille
- Symbolic or primitive gestures
- conventional gestures
- Tangible symbols including objects (concrete and abstract) and pictures

Communication or Interaction Behavior (needed to have idea received and understood)

- Attention
- Meet immediate needs
- Demands/requests
- express emotions, ideas and beliefs
- conversation
- etc.

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ANNOUNCING

NEW ENGLAND CENTER PILOT PROJECT INSERVICE

MONDAY, NOVEMER 20TH AND TUESDAY 21ST, 1995

MONDAY TOPIC

9:00AM TO 12:00PM

WORKING:
-DISCUSSION WITH INDIVIDUAL TEAMS INVOLVED WITH NEC PILOT PROJECT: "IDENTIFYING THE PROBLEM ISSUES AND COMING TO TEAM CONSENSUS"
(DR. BONNIE UTLEY, UNIVERSITY OF PITTSBURG)

12:30 TO 3:00PM

-PROVIDING FAMILY-CENTERED SERVICES
-STRATEGIES TO PROMOTE SOCIAL INTERACTIONS AND ADDRESS COMMUNICATION GOALS

TUESDAY TOPIC
CASE REVIEWS

FACILITATED BY: JOHN COSTELLO (COMMUNICATION) AND LUISA MAYER (FUNCTIONAL VISION) (CHILDREN'S HOSPITAL)

9:00 TO 10:30 NEWTON

11:00 TO 12:30 SCITUATE

1:30 TO 3:00 SCITUATE

PLEASE CALL MARIE CEDRONE (PROJECT SECRETARY) AT (617) 972-7337. ALSO, WE WILL BEGIN EACH DAY AT 9:00AM SO PLEASE BE PROMPT! ACCOMODATIONS ARE AVAILABLE - DIRECT YOUR INQUIRIES TO MARIE OR FOR FURTHER INFORMATION CALL TRACY EVANS LUISELLI AT (617)972-7531

Pilot Project Advisory Committee

New England Center Pilot Project
Advisory Committee Members

Alana Zambone	Outreach Coordinator Hilton/Perkins International Program
Tom Miller	Supervisor Perkins Preschool Services
Maryann Morran	K-8 SPED Supervisior Concord Public Schools Department of Special Education
Sue Christiansen	Children's Social Worker Massachusetts Commission for the Blind
Marianne Riggio	Educational Consultant Hilton/Perkins National Program
Dr. Alec Peck	Associate Professor School of Education Boston College
Sharon Postma	Integration Specialist Wayland Public School
Lisa Jacobs	Coordinating Consultant New England Center for Deaf/Blind Services
Dr. Sherrill Butterfield	Co-Director of Education Children's Extended Care Facility
Barbara Mason	Supervisor Perkins Deaf/Blind Program
Donna Marie Bolden	Early Childhood Division Massachusetts Department of Education
Bill Henderson	Principal O'Hearn School Boston Public Schools

Dr. Barbara McLetchie	Coordinator Teacher Preparation Program for Persons with Multiple Disabilities School of Education CASE, Boston College
Betsy McGinnity	Information Specialist D-B LINK, Perkins
Stephanie MacFarland	Co-coordinator Teacher Preparation Program for Persons with Multiple Disabilities School of Education CASE, Boston College
Sharon Lisnow	Parent Representative
Susan DeCaluwe	Educational Consultant New England Center Pilot Project
Tracy Evans Luiselli	Project Coordinator New England Center Pilot Project

Pilot Project Advisory Committee Meetings

NEW ENGLAND CENTER FOR DEAF-BLIND SERVICES
175 North Beacon Street, Watertown, MA 02172 (617) 924-3434
Serving Deaf-Blind Children & Youth in Connecticut, Maine, Massachusetts and New Hampshire

NEW ENGLAND CENTER PILOT PROJECT ADVISORY COMMITTEE MEETING
MARCH 28, 1995

Staff Structure

Individual Child Data

Written Dissemination (Project Activity)

Long-Range Planning

  - descriptive data

  - cost-analysis

  - I.E.P. analysis

  - INSITE training

Personnel Preparation

A Project of U.S. Dept. of Education, Office of Special Education and Rehabilitative Services
Special Ed. Programs in cooperation with Perkins School for the Blind

New England Center Pilot Project
Advisory Committee Meeting
January 30, 1996

Agenda

- Review of Pilot Project Findings
- Review of Procedures Manual
- "Thoughts from the field" (Mrs. Millie Rent, Scituate Public Schools)
- Suggestions from Committee Members For Continuation of Services
- Lunch

Pilot Project Case Studies

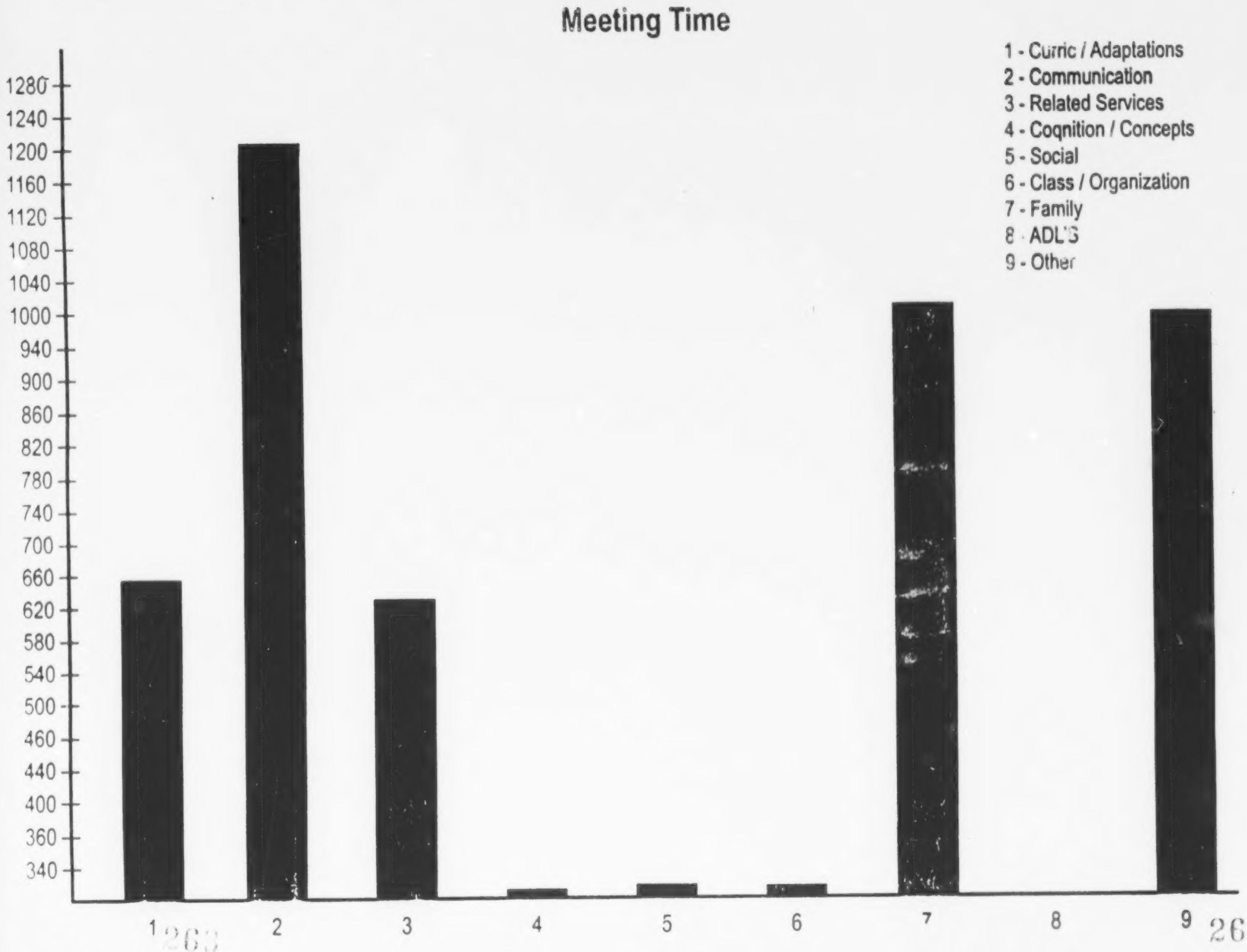
Case Study
Adam

Adam is four years old. He was born with CHARGE Association. He has a mild sensori-neural hearing loss with the more severe loos in the left ear, and he has bilateral optic nerve colobomas. He has a gastrostomy tube. Adam communicates using a variety of vocalizations, gestures, and facial expressions. Adam attends an integrated reverse mainstream classroom within his local regional school district.

On going questions for teams working with Adam:

- Communication is the priority goal and question for this team/family
- learning how to take food by mouth if safe
- regular education vs. collaborative programs?

Adam



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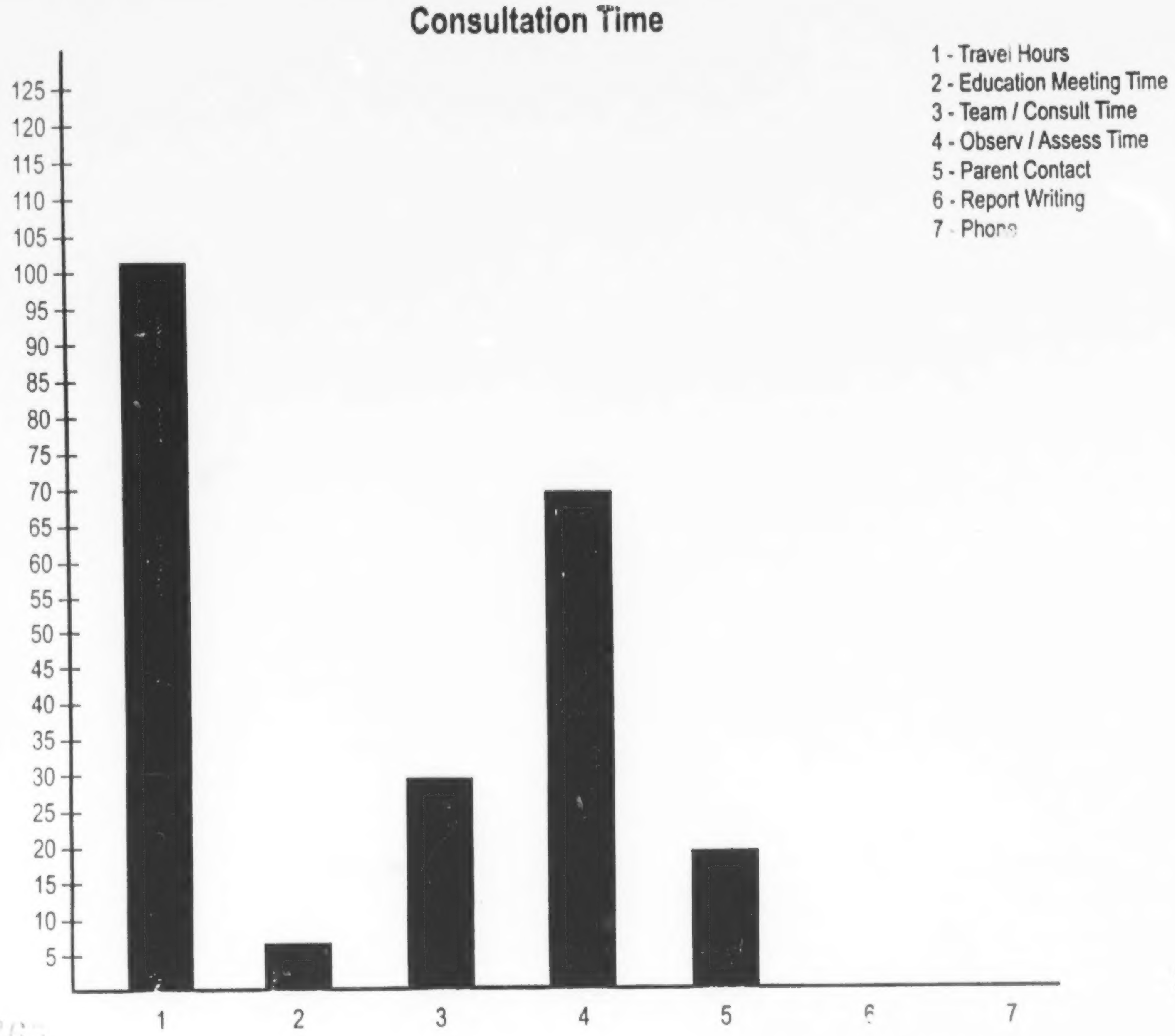
Adam



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Adam
Completed
10/29/95

COMMUNICATION PROFILE

FUNCTIONS: / FORMS:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT → TO	LOOK/ ORIENT ← AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	Bite Hand Pull-Hair WITHDRAWAL SELF-STIM	OTHER
Interactive: (Wants...)														
•Attention- Greet, Call				✓		✓		✓		✓		✓	✓	
•Repetition (turn taking)			✓				✓	✓		✓				
•Affection			✓	✓		✓		✓		✓			✓ Rock side to side	
(Humor, Teasing)														
•Assistance		✓		✓								✓	✓	
Feelings:														
•Anticipation/Excitement			✓	✓		✓		✓					✓	
•Boredom										✓		✓		
•Fear	✓ When locked in bathroom in dark											✓ Bite Hand		
•Frustration				✓		✓						✓	✓	
Attending Behaviors:														
Play Ground Equipment							✓	✓						
Art							✓	✓						

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COMMUNICATION PROFILE

FORMS: FUNCTIONS:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT → TO	LOOK/ ORIENT ← AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Environmental Regulators														
•Request for Object/Action/Infor.				✓		✓				✓		✓		
•Protest- Object/Action	✓	✓		✓								✓	✓	

Case Study

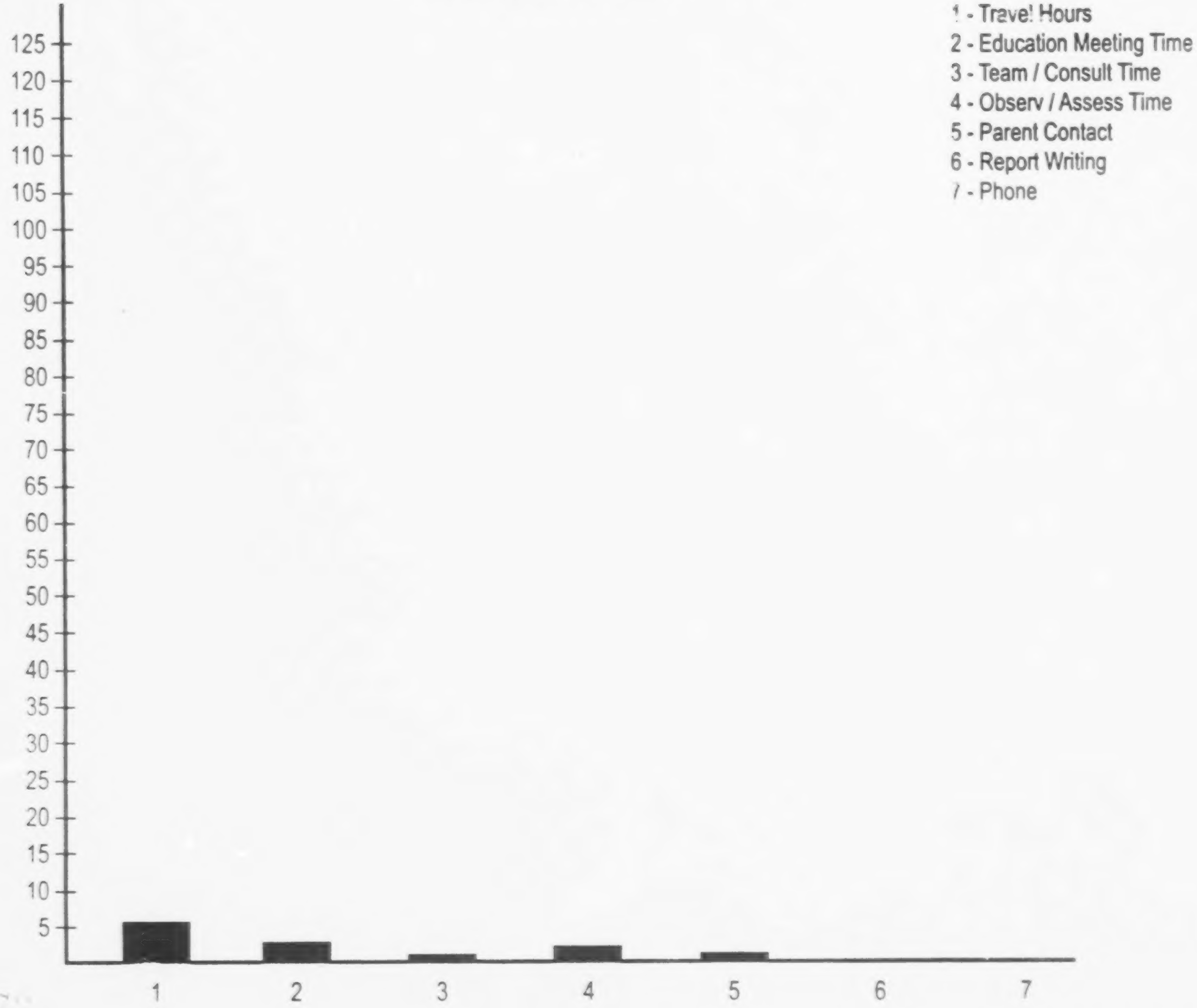
Addie

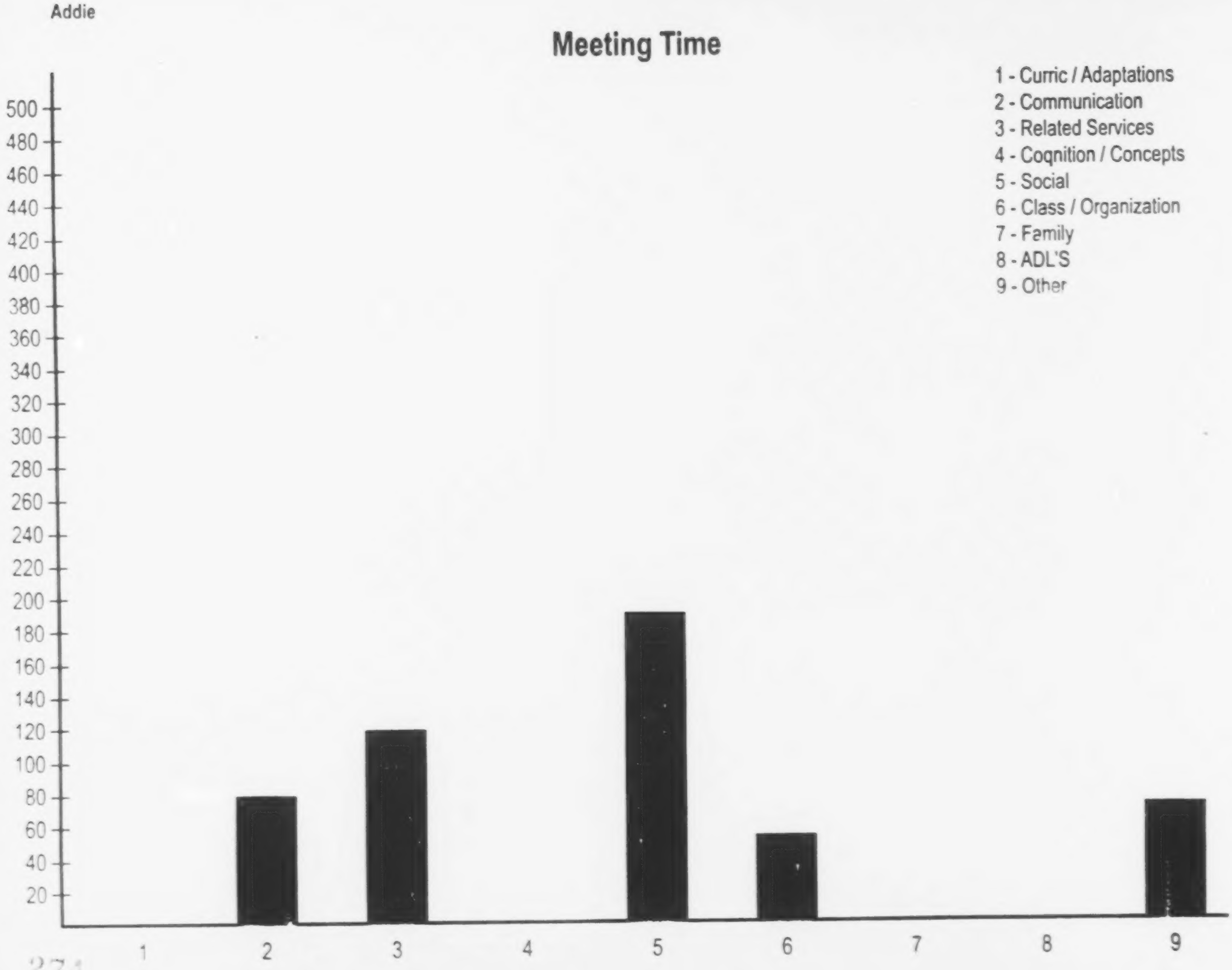
Addie has a moderate, bilateral, mixed hearing loss and ocular-motor problems. She functions at age level in many areas, but has significant delays in speech and motor skills. She currently attends a Montessori preschool, yet she was involved with the project for two years. Addie's family was very involved in her programming while she was attending an integrated preschool in her neighborhood. Her mom has always advocated for "least is better" and she has been vocal in not wanting her child labeled as "Special ed.". Addie requires direction during motor activities for safety reasons and she will require additional training as reading tasks become more difficult. She may have future difficulties in reading fine print and reading for sustained periods of time, so that development of computer skills will be very important for her.

- Computer skill training
- Providing consultation to her classroom with very limited periods of pull-out time
- Training in speech articulation and use of auditory trainer system
- Safety skill training
- Mobility training

Addie

Consultation Time




Addie
Meeting Time
1 - Curric / Adaptations
2 - Communication
3 - Related Services
4 - Coqnition / Concepts
5 - Social
6 - Class / Organization
7 - Family
8 - ADL'S
9 - Other
500
480
460
440
420
400
380
360
340
320
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
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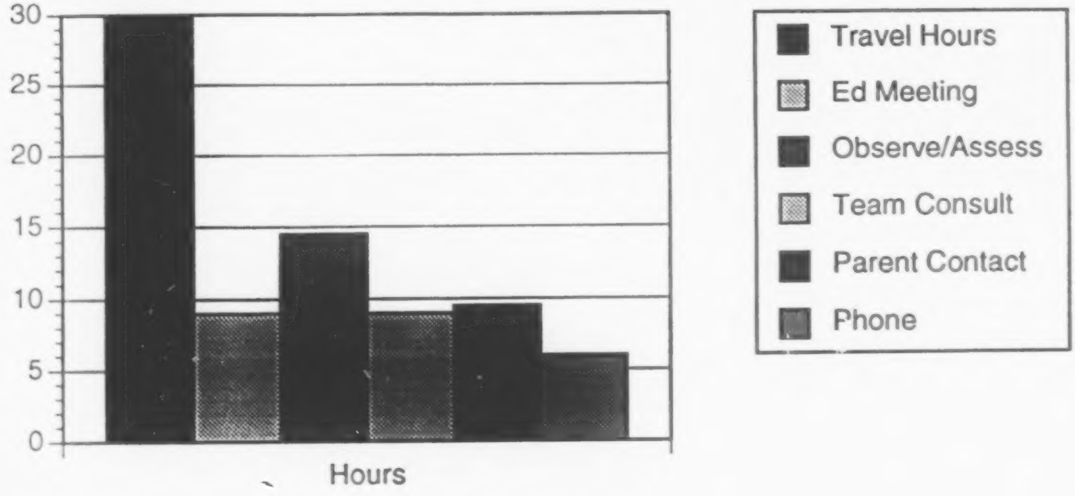
8
9

Case Study
Angel

Angel is seven years old. He was born with a chromosome disorder, Trisomy 5. He is legally blind and has a moderate sensori-neural hearing loss. Angel attends a collaborative program with peers who are equally disabled. The collaborative program is located in the wing of a local elementary school. The students in the collaborative program are included in special classes ie Art, Music, School Assemblies and the reverse occurs when non disabled peers come into the collaborative program to have recess with the students. Angel has self-injurious behaviors which maybe directly linked to his medical problems.

- Monitor medical condition
- Provide consultation and support to mother
- Identify areas to support building communication into daily activities completing a Curriculum Grid

Angel April 7 to November 30, 1993



Angel
Completed
10/29/95

COMMUNICATION PROFILE

FUNCTIONS: / FORMS:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT → TO	LOOK/ ORIENT ← AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Interactive: (Wants...)														
•Attention- Greet, Call	✓		✓	✓		✓		✓				✓	✓	
•Repetition (turn taking)			✓		✓			✓		✓				
•Affection			✓			✓	✓							
(Humor, Teasing)														
•Assistance	✓			✓		✓						✓	✓	
Feelings:														
•Anticipation/Excitement			✓	✓		✓		✓						
•Boredom	✓	✓		✓		✓						✓	✓	
•Fear														
•Frustration	✓	✓		✓		✓						✓	✓	
Attending Behaviors:														
Quieting Body														
Orienting Self (Spatial Relations)														
Adjust vision to see														
Tilt head														

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COMMUNICATION PROFILE

FORMS: FUNCTIONS:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT → TO	LOOK/ ORIENT ← AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Environmental Regulators														
*Request for Object/Action/Infor.	✓			✓		✓		✓				✓	✓	
*Protest- Object/Action														
Tears	✓						✓		✓			✓	✓	

MONDAY - FRIDAY CURRICULUM GRID

8:30-9:10	OBJECTIVE	PROCEDURES/MATERIALS/ADAPTATIONS
Attendence Unicorn Board Free Play Vestibular Activities		
9:00-9:45 A Weddleton B Powers B Bresnahan D Laughlin E Powers		
9:15-10:15 Computer Training Lighthouse Activities Individual Skills		
9:45-10:30 B Grant E Laughlin D Kitsos		
9:45-10:30 B Grant E Laughlin D Kitsos		
10:45-11:30 D Diegisser A Kitsos B McGirr E Petersen		
10:45-11:30 D Diegisser A Kitsos B McGirr E Petersen		
11:30-12:00 Tactile Play or Gross Motor		
11:30-12:10 A Diegisser E Powers F Flangan B Peterson D Grant		
12:10-1:30 Recess		
1:30-2:00 Movement Instrument Routines Body Awareness		
2:00- 2:30 Cooking or Craft Activity		

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Case Study

David

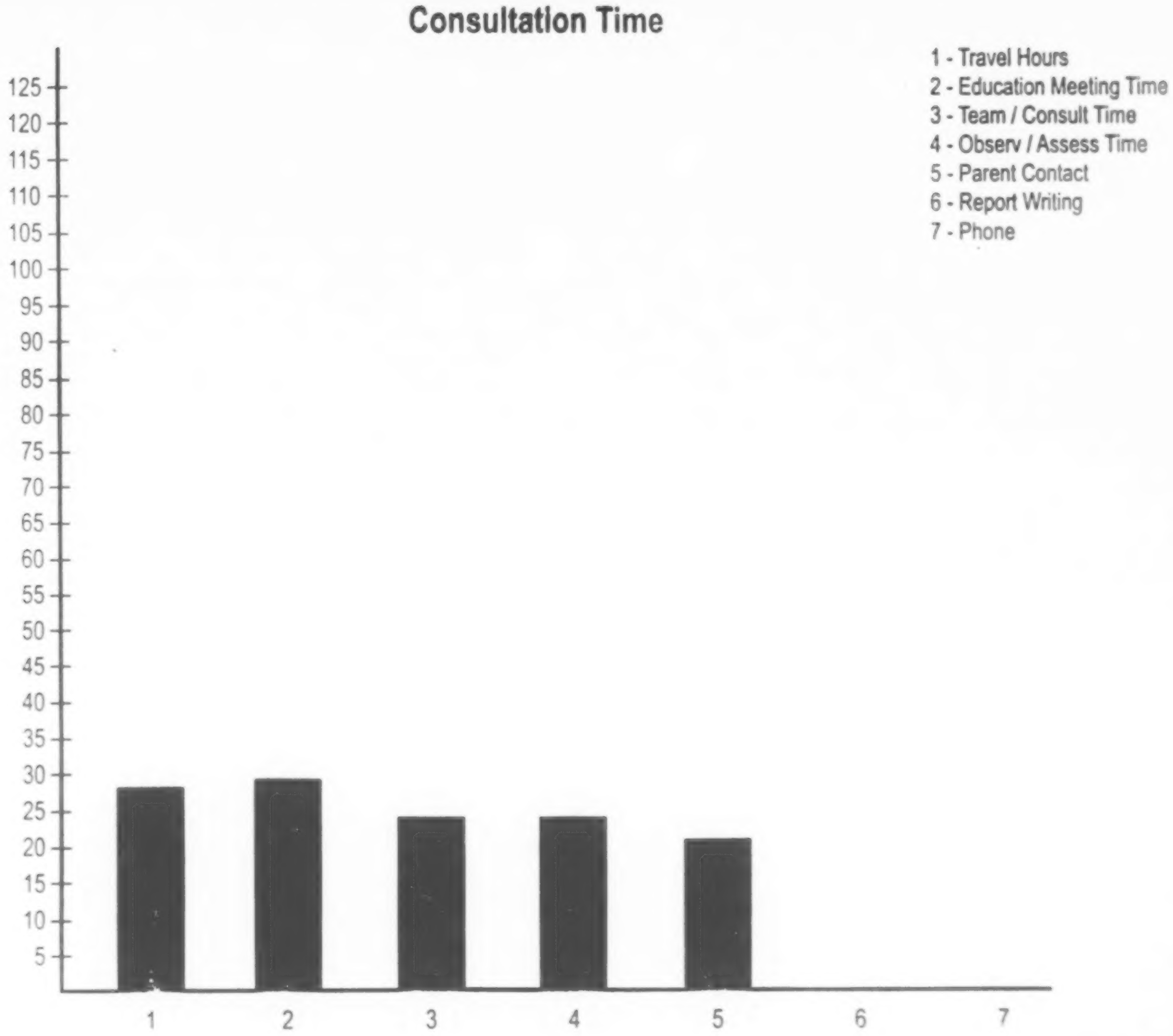
David is eight years old. He was born with a bilateral, sensory neural hearing loss and anophthalmia. He has auditory processing difficulties and exhibits self-stimulatory behaviors at significantly high rates. David lives at home with his family and attends second grade in his home school. David has been in the public schools since he was in kindergarten and his parents have been very involved in his programming. Their greatest concerns are the adaptation of the classroom curriculum in the upper grades and whether or not these learning experiences will be meaningful for David.

David has a full-time teacher who has a masters degree in deaf-blind education, and he requires tactual-signing throughout much of his day.

On-going issues for David:

- teaching staff who have experience and training in tactual signing and deaf-blind education
- communication
- developing toileting skills so that time in the bathroom can be reduced
- adapting materials for a child who is blind and doesn't read Braille
- accessing respite services for the family, especially after-school programs
- accessing week-end respite services
- increasing opportunities for ADL training in the regular classroom setting

David



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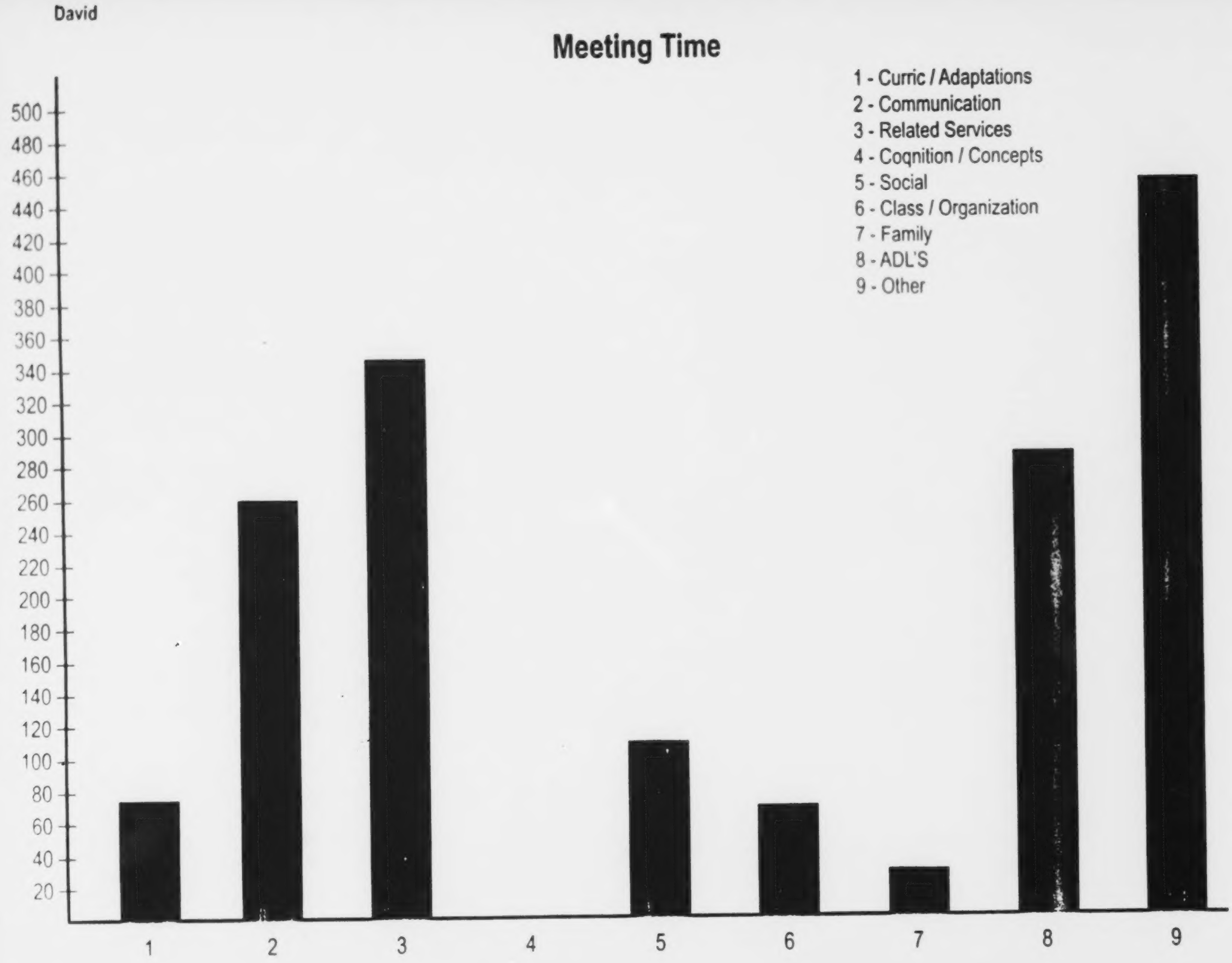
David
Meeting Time
1 - Curric / Adaptations
2 - Communication
3 - Related Services
4 - Coqnition / Concepts
5 - Social
6 - Class / Organization
7 - Family
8 - ADL'S
9 - Other
500
480
460
440
420
400
380
360
340
320
300
280
260
240
220
200
180
160
140
120
100
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60
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9

Case Study

Hannah

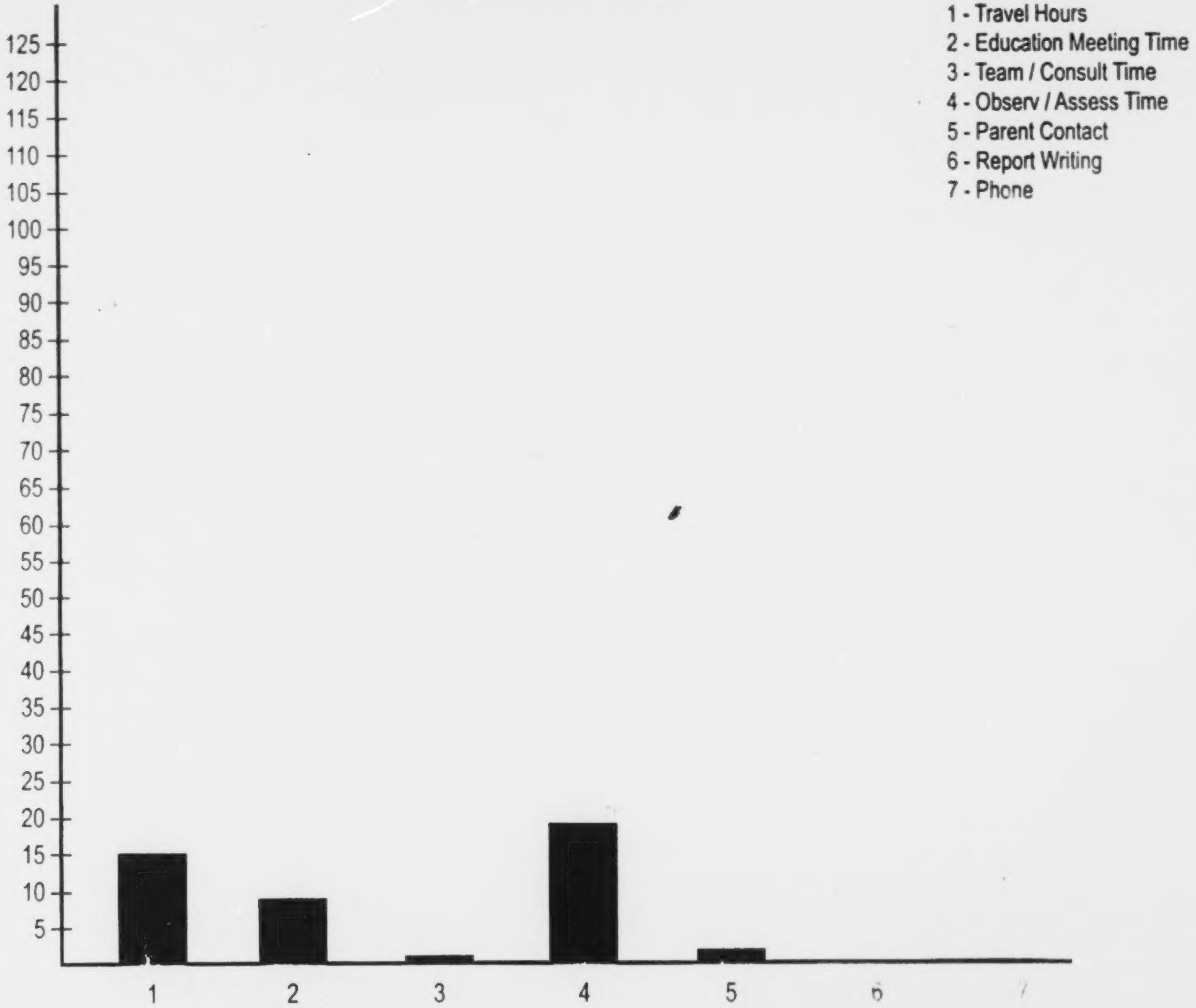
Hannah attends an integrated preschool in her neighborhood school. She has a bilateral conductive loss that is moderate, but may fluctuate to severe if she has a cold or increased fluid. Also, she has glaucoma and may have her left eye removed if that condition is not stabilized in the next year or two. Hannah has made great progress in her speech articulation and signing, yet she continues to need augmentation in the form of pictures and gestures. She will attend kindergarten next year and have a full time classroom aide

On-going issue for Hannah:

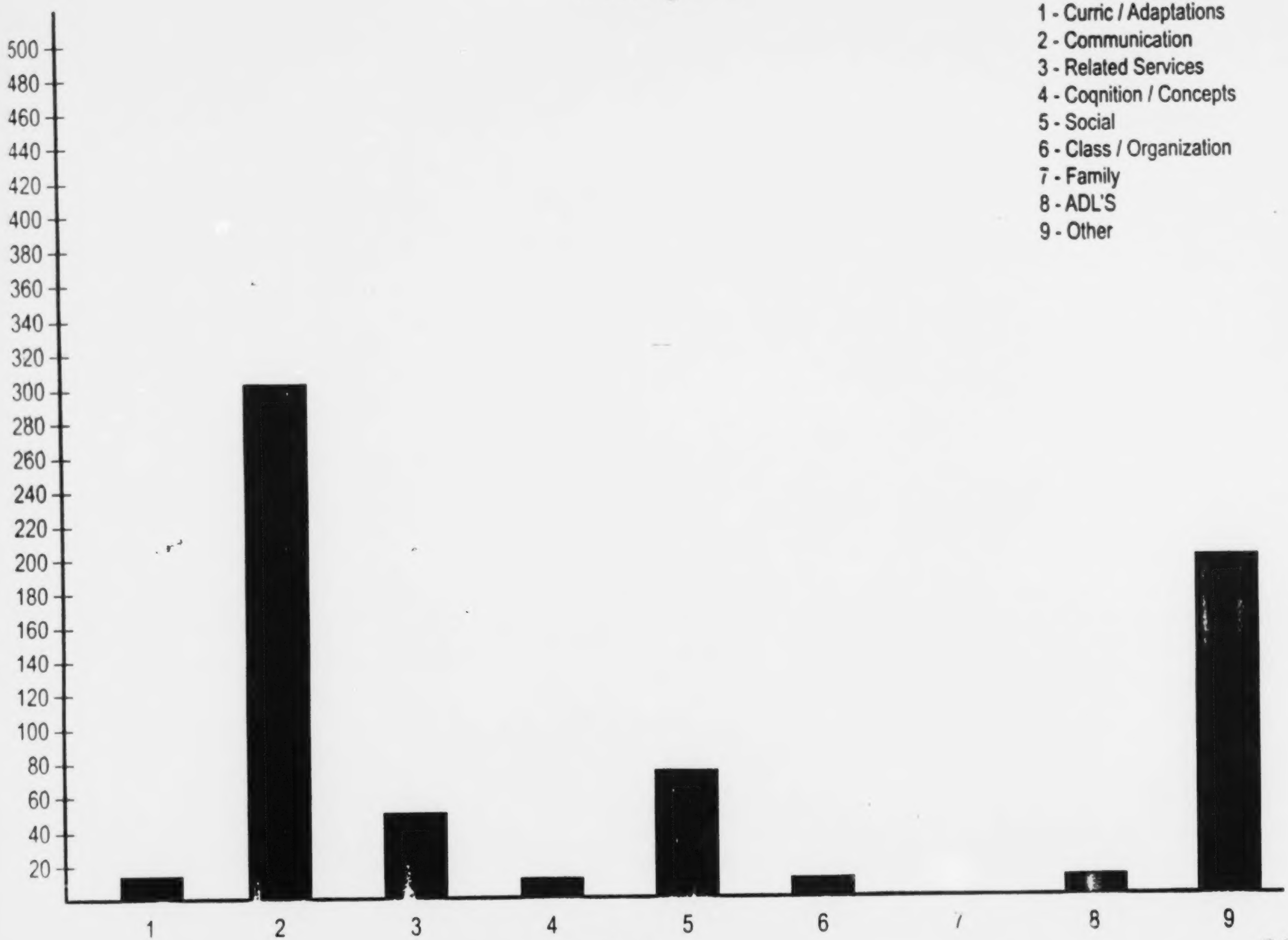
- Monitoring eye fluid
- Use of auditory trainer system
- monitoring of glaucoma and associated pain
- Use of glare reducing equipment
- Developing friendships in her neighborhood
- Inclusive summer programming

Hannah

Consultation Time



Hannah



Meeting Time

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Case Study
Jeremy

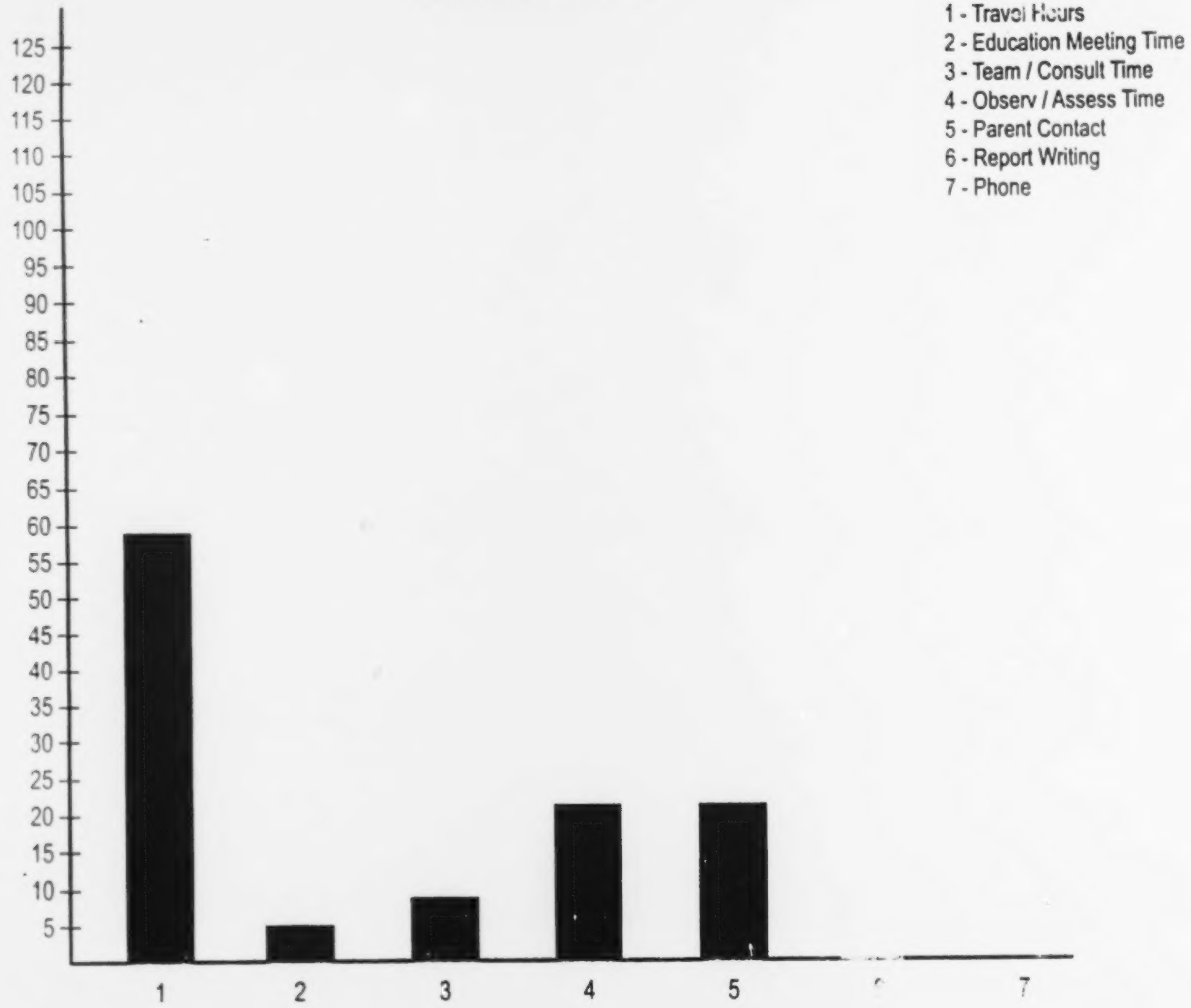
Jeremy is four years old. He was born with CHARGE Association. He has a mild sensori-neural hearing loss and is legally blind with a nystagmus in both eyes and an acuity of 20/256. He had multiple medical complications during his first few years of life. He is prone to on going frequent infections. He has a trach. He has a gastrostomy tube. Jeremy attends an integrated preschool reverse mainstream classroom in his home district. He uses signing as his primary mode of communication, he is beginning to talk using his passy-muir trach valve.

On going questions for teams working with Jeremy:

- Transitions to a new classroom each year/need for language interpreter
- Continued support by a teacher of the deaf to sign and explain information to Jeremy within integrated settings.
- Creating opportunities for peer friendships to grow
- Adapting materials for Jeremy's use
- Constant support for reviewing respite options for the family

Jeremy

Consultation Time



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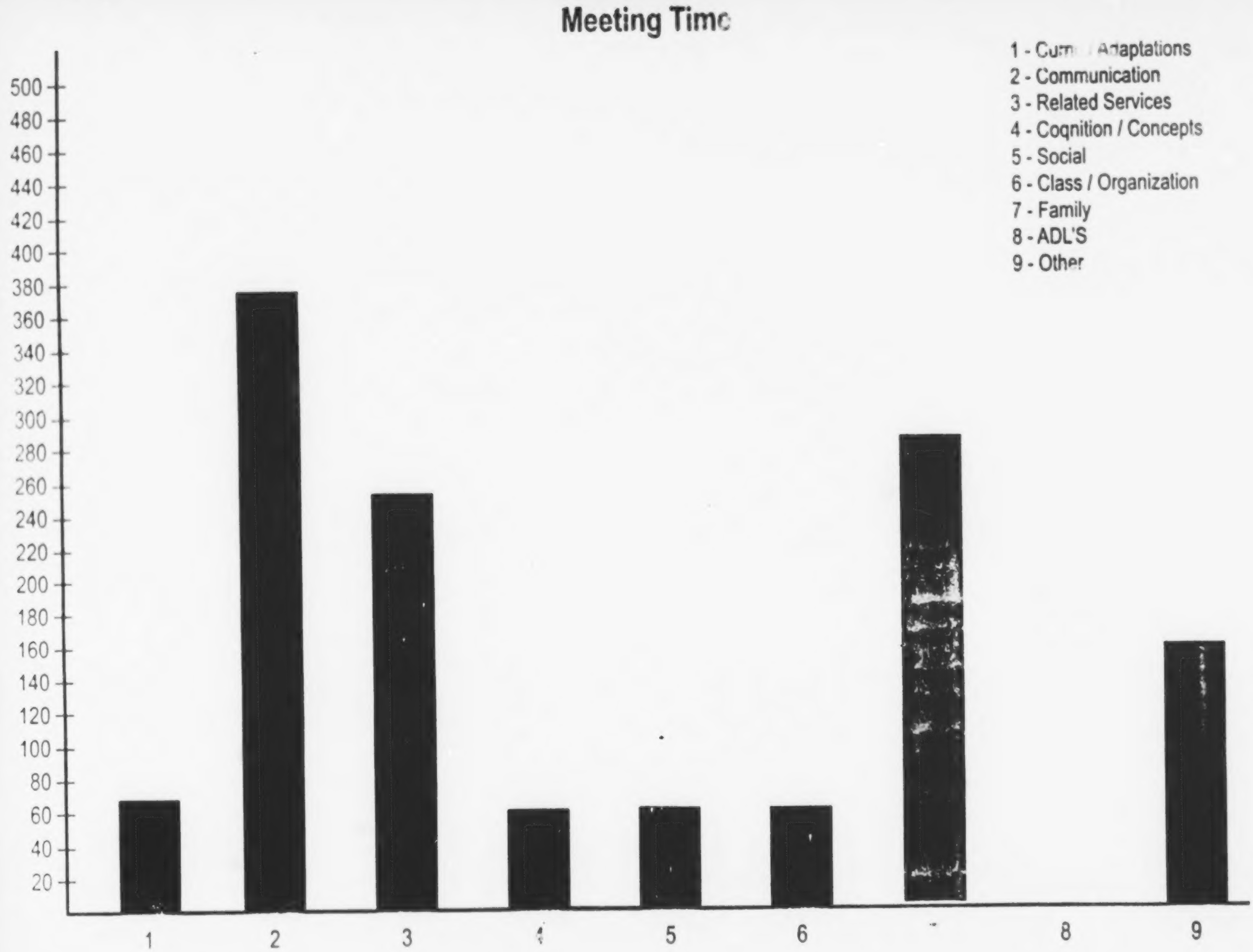
Jeremy



Meeting Time

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Jeremy

Completed 10/29/95

COMMUNICATION PROFILE

FORMS: / FUNCTIONS:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT → TO	LOOK/ ORIENT ← AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Interactive: (Wants...)														
•Attention- Greet, Call			✓	✓		✓		✓		✓	✓			
•Repetition (turn taking)			✓					✓		✓	✓			
•Affection			✓	✓		✓		✓		✓	✓			
(Humor, Teasing)														
•Assistance				✓				✓		✓	✓			
Feelings:														
•Anticipation/Excitement			✓	✓		✓		✓		✓	✓			
•Boredom										✓	✓			
•Fear														
•Frustration				✓		✓		✓		✓	✓			
Attending Behaviors:														
* Bill requires Jeremy to attend Big Focus					✓		✓	✓			✓			

COMMUNICATION PROFILE

FORMS: FUNCTIONS:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT → TO	LOOK/ ORIENT ← AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Environmental Regulators														
•Request for Object/Action/Infor.			✓	✓	✓	✓	✓	✓	✓	✓	✓			
•Protest- Object/Action									✓	✓	✓			

Case Study

Moira

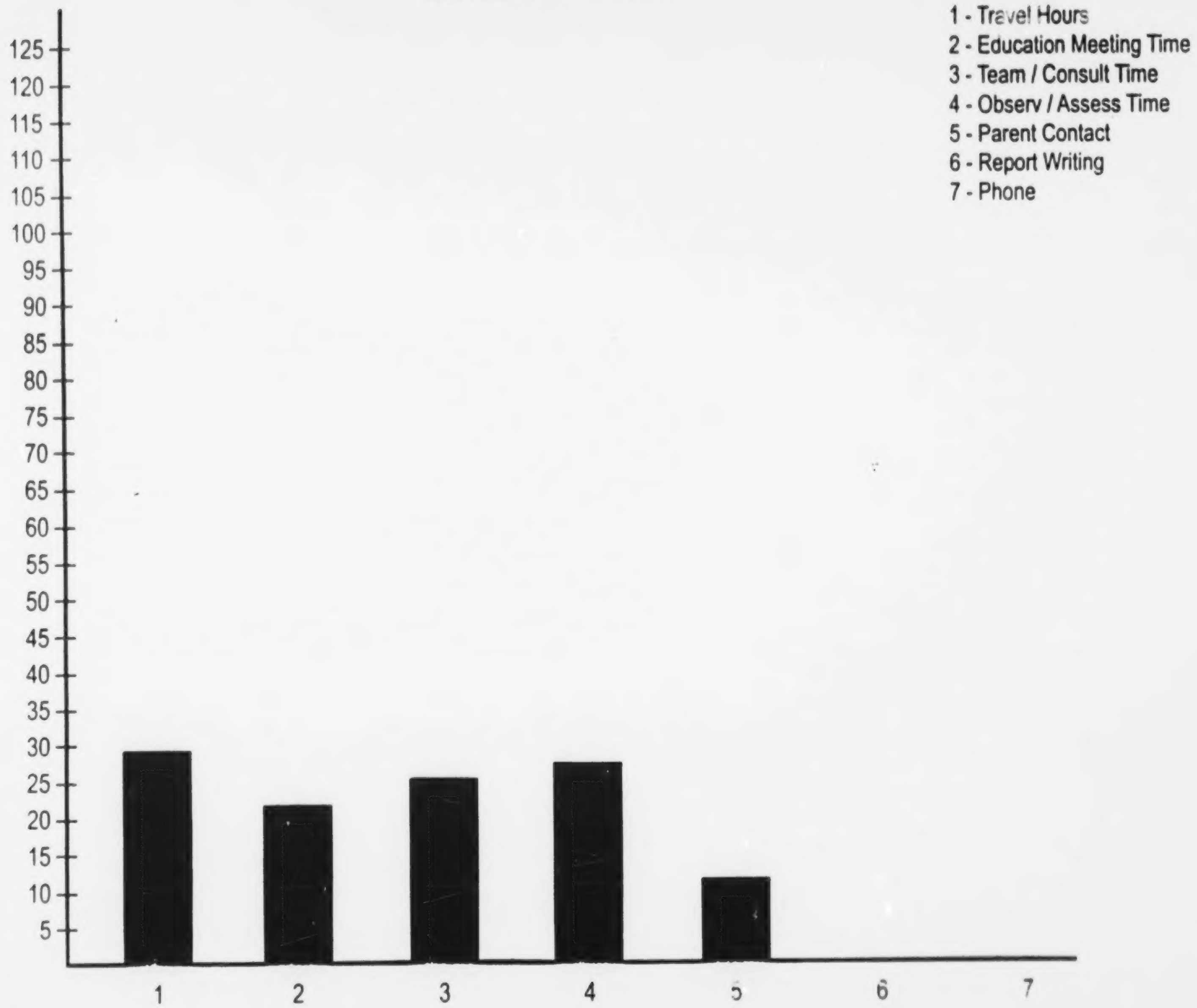
Moira is seven years old and attends first grade in her home school. She has been in an inclusive educational setting since she was 3 years old. Moira has trisomy 13, with significant medical complications related to upper respiratory difficulties and uncontrolled seizures. she has had numerous absences from school. Currently, Moira has a full-time aide with her, yet there are many problems related to curriculum adaptations and teacher responsibilities. Special education consultation to the classroom is limited at this time.

On-going issues for Moira:

- stabilizing her medical condition
- increasing special education consultation
- increasing family involvement
- adapting materials
- creating friendships with peers
- inclusive summer programming

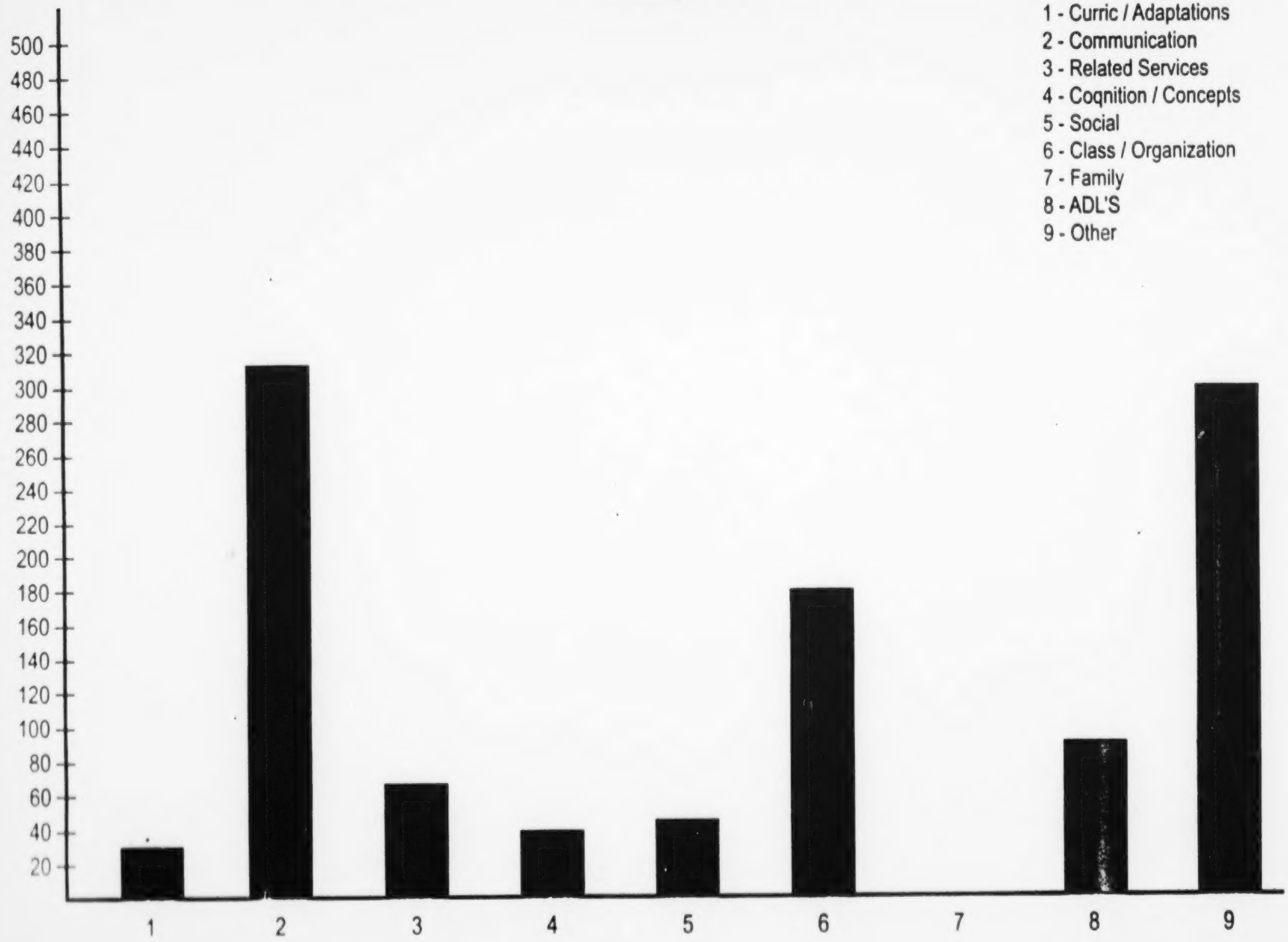
Moira

Consultation Time



Moira

Meeting Time



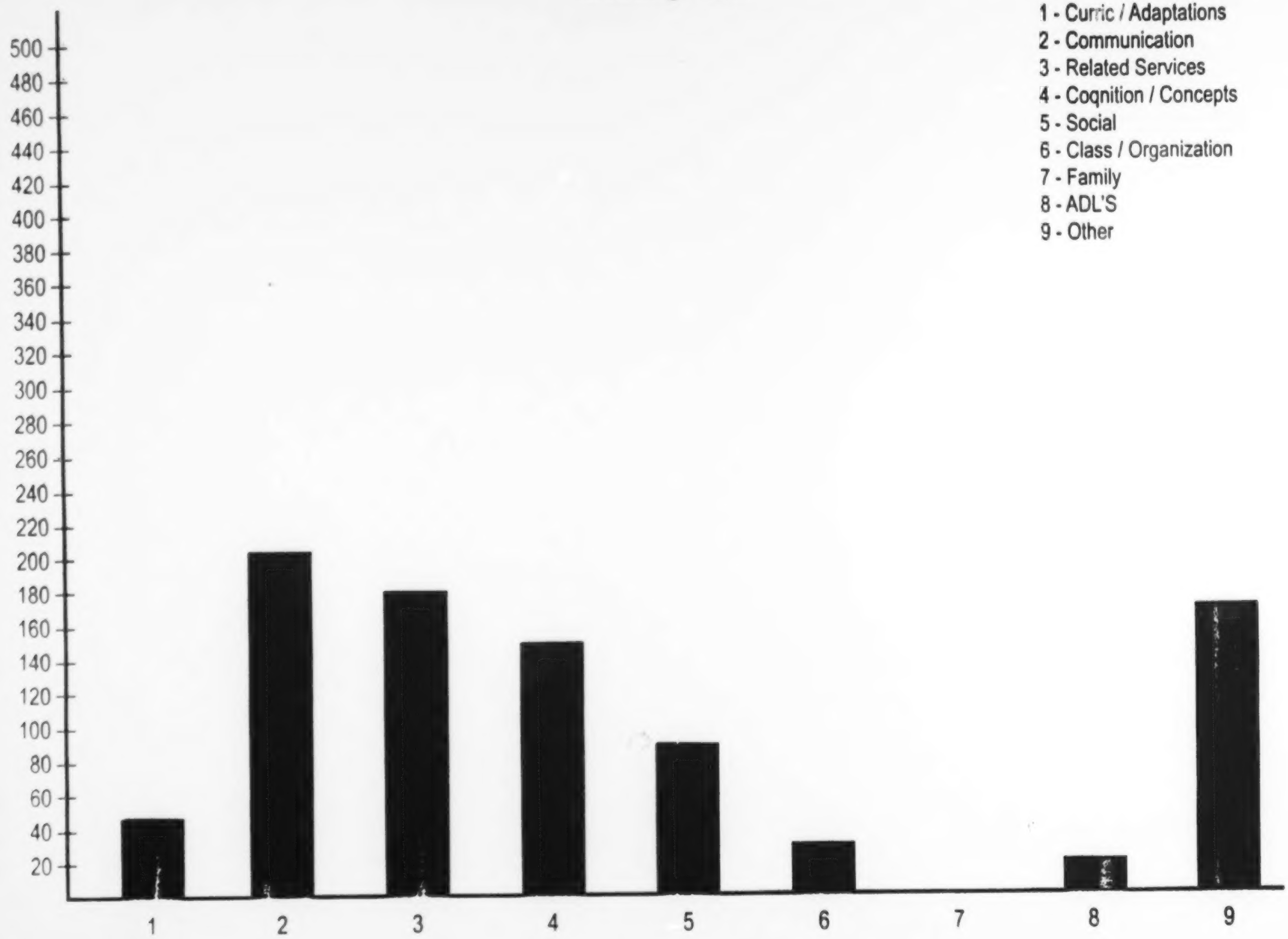
Case Study

Rachel

Rachel attends an integrated Preschool Program in her neighborhood school. She has a miconchondria disorder with the following related issues: ocular motor problems, degenerative peripheral retina, mild to moderate bilateral sensori-neural hearing loss, speech articulation problems, and low tone. She lives with her family, who are very involved in her educational program. Their primary concerns are related to: future kindergarten placement next year and availability of trained personnel.

Ongoing issues for Rachel:

- monitoring current medical status
- auditory processing abilities
- developing long term friendships
- respite care
- inclusive summer program

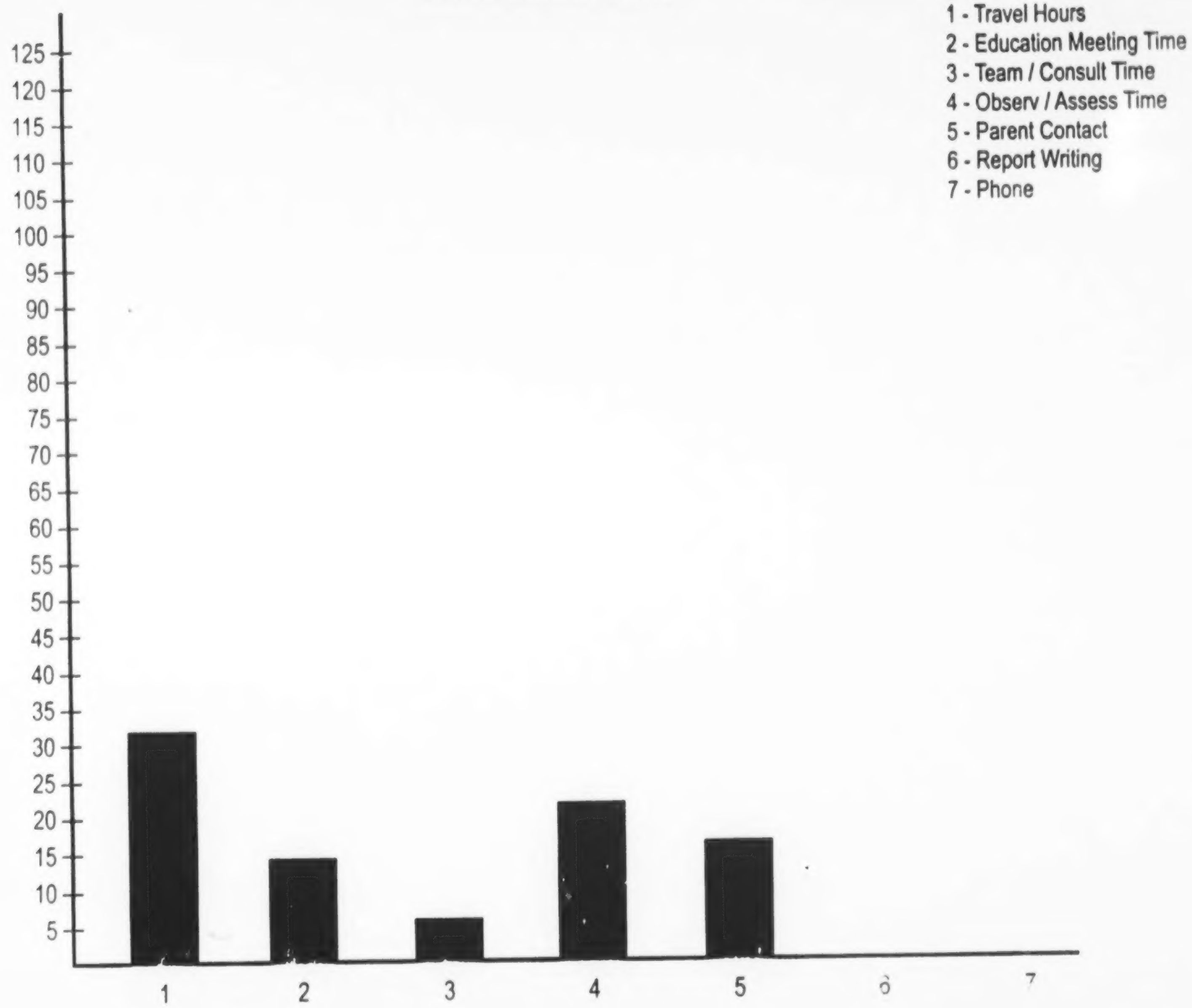


Rachel

Meeting Time

Rachel

Consultation Time

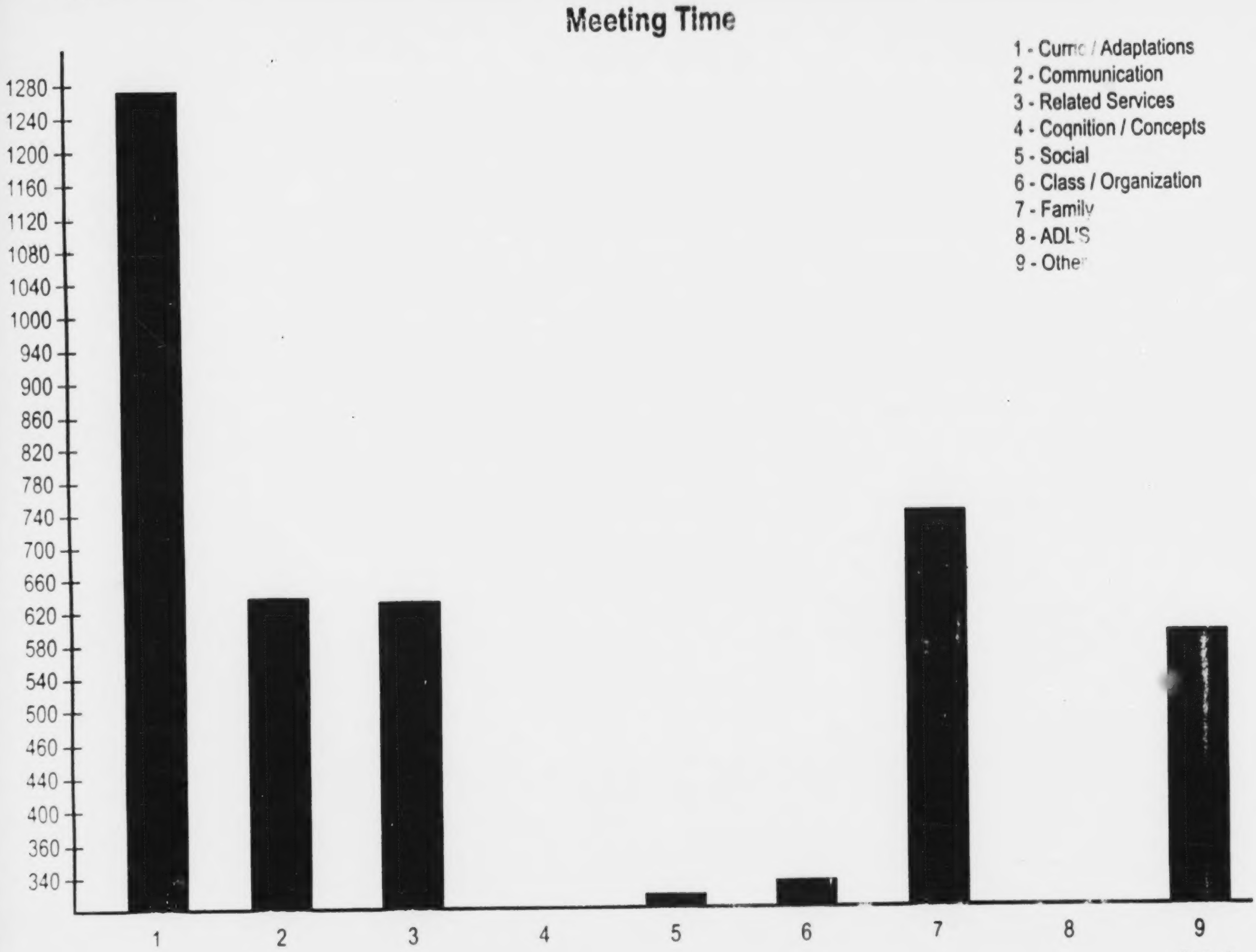


Case Study
Tiffani-Lyn

Tiffani is seven years old. She was born with Cytomegalovirus, which can produce calcification of the brain, enlarge spleen and liver, and central nervous system damage. Tiffani has a profound sensori-neural hearing loss for which she has been fitted with aids, using an auditory trainer in the classroom. Tiffani has a refractive error of the left eye called hyperopic(far sighted) astigmatism, but no significant refractive error of the right eye. She has spastic quadraparetic cerebral palsy is non ambulatory. She has an well-fitted wheelchair for mobility. She has seizure disorder.
Tiffani is in the regular classroom with a one-on-one aid. The aid works to adapt the activity in the moment. She vocalizes to indicate many different wants and needs. She is attentive to sign language.

On going questions for teams working with Tiffani:
- maintaining health
- Communication
- Adapting materials for varying curriculum areas and levels
- creating friendships with classroom peers

Tiffanl


Meeting Time
1 - Curric / Adaptations
2 - Communication
3 - Related Services
4 - Coqnition / Concepts
5 - Social
6 - Class / Organization
7 - Family
8 - ADL'S
9 - Other
1280
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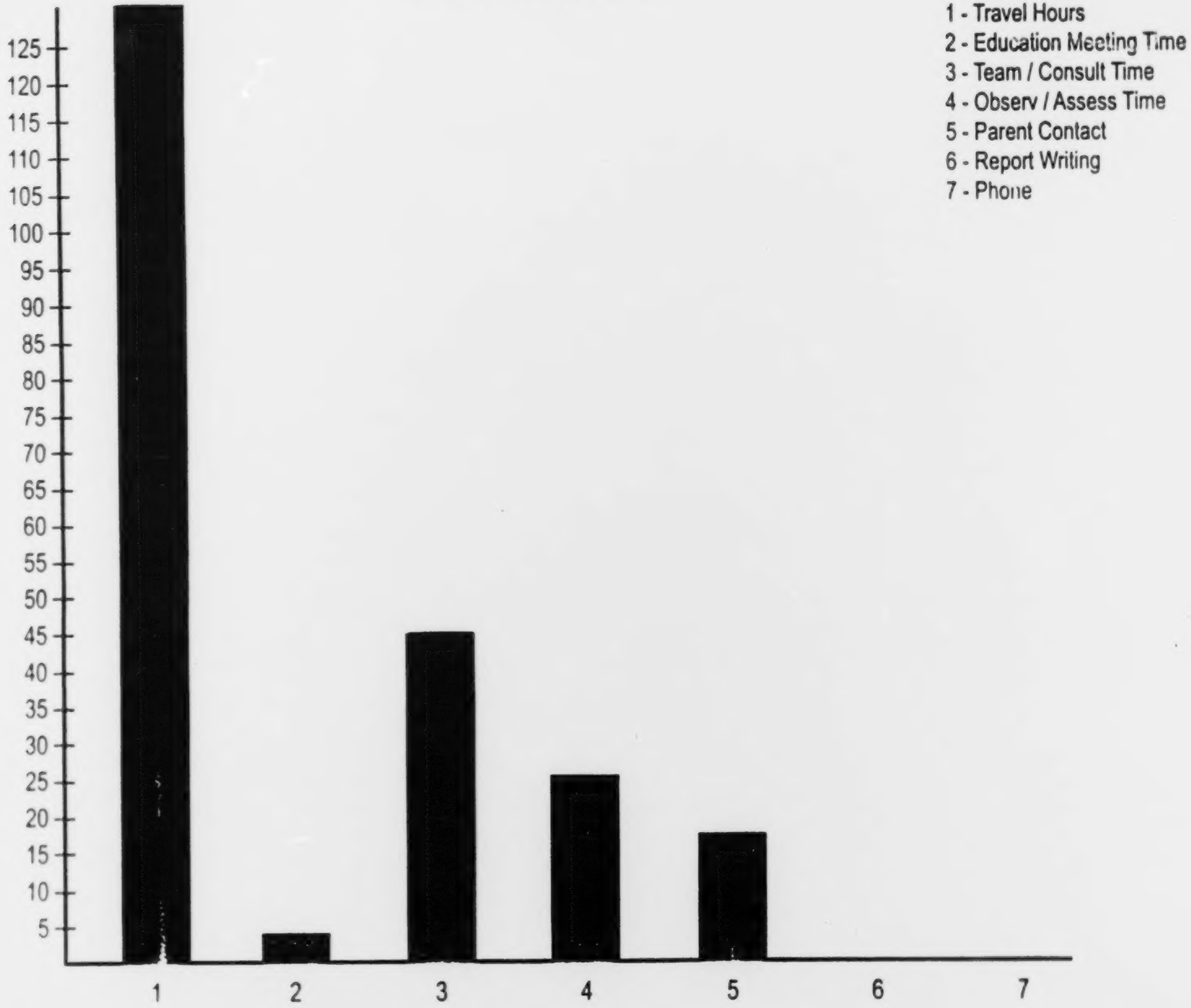
Tiffani

Consultation Time



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10/29/95

COMMUNICATION PROFILE

FORMS: FUNCTIONS:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT → TO	LOOK/ ORIENT ← AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Interactive: (Wants...)														
•Attention- Greet, Call	✓	✓	✓	✓		✓		✓	✓				✓	
•Repetition (turn taking)			✓	✓				✓						
•Affection			✓	✓				✓						
(Humor, Teasing)														
•Assistance	✓	✓				✓		✓						
Feelings:														
•Anticipation/Excitement			✓	✓		✓		✓					✓	
•Boredom	✓	✓	✓	✓				✓						
•Fear	✓				✓		✓		✓					
•Frustration	✓	✓		✓		✓							✓	
Attending Behaviors:														

COMMUNICATION PROFILE

FORMS: FUNCTIONS:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT → TO	LOOK/ ORIENT ← AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Environmental Regulators														
•Request for Object/Action/Infor.	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	
•Protest- Object/Action	✓	✓			✓		✓		✓				✓	

Pilot Project Articles

Inclusive Education of Young Children with Deaf-Blindness: A Technical Assistance Model

T. Evans Luiselli, J.K. Luiselli, S.M. DeCaluwe, L.A. Jacobs

Abstract: Using a technical assistance model, the New England Center Pilot Project provides training and consultation to programs for young children who are deaf-blind in inclusive education settings (preschool, kindergarten, and first grade). This article discusses the model's four major components, salient issues, and recommendations to enhance inclusive education.

Since the 1980s, there has been a great interest in designing instructional procedures to promote the inclusion of children with disabilities in regular classrooms (Cavallaro, Haney, & Cabello, 1993; Downing & Eichinger, 1990) and to develop strategies for increasing the children's social competence (Guralnick, 1990). Although numerous studies have suggested promising teaching strategies to develop social interactions between children with and without disabilities (McConnell, McEvoy, & Odom, 1992), the majority of the strategies have been for children with mild or moderate developmental delays and intact sensory systems (Anitia & Kreimeyer, 1992; Bishop, 1986; Skellenger, Hill, & Hill, 1992).

These studies seem to assume that all children with disabilities can be taught with similar inclusive and social skills training procedures (Fuchs & Fuchs, 1994) and that teachers instinctively know how to adapt these procedures to meet the needs of individual students. However, for young children with a low-incidence disability, such as deaf-blindness, there is little information on how best to facilitate their participation in regular education settings and to improve their interaction with peers (Demchak & Drinkwater, 1992; Evans, Salisbury, Palombaro, Berryman, & Hollowood, 1992; Evans Luiselli, 1994; Guralnick, 1986; Hanline, 1993). Although many children who are deaf-blind can learn in inclusive programs, the need for disability-specific information is essential, given the impact of vision and hearing loss on all areas of development and learning, particularly communicative and social behaviors (Fraiberg, 1977; Guralnick, 1986; Kekelis, 1988; Odom & McConnell, 1989). Young children who are deaf-blind have significant difficulty gaining access to and interpreting their physical environments (DuBose, 1979; Fewell, 1983; Fraiberg, 1977; Kekelis & Sacks, 1988). In addition, the myriad opportunities for incidental teaching or learning through modeling are severely reduced in these children (Writer, 1987).

Because more children with deaf-blindness are being placed in regular classrooms than in the past (Bowen, 1990; Collins, 1992), effective inclusion strategies need to be developed. Many of these approaches are likely to reflect variations of existing strategies that have been successful with children with severe disabilities. Examples of such approaches include instructing teachers in prompting techniques for children who require tactile signing; peer-mediated training for use with tactile and manual signing procedures; developing, implementing, and evaluating tactile symbol systems in regular classrooms; training peers how to describe ongoing activities verbally and to use sighted guide and identification techniques; developing behavioral intervention programs that address challenging behaviors; and using decision-making hierarchies for the development of functional skills.

This article describes the New England Center Pilot Project (NECPP), a three-year, federally funded program in Watertown, Massachusetts, that fosters the inclusion of young children with deaf-blindness in early childhood and regular education settings. The primary focus of NECPP is to provide technical assistance and training to inclusive education

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The project described here was supported, in part, by Grant No. H025A[illegible]0040 from the Office of Special Education and Rehabilitative Services, U.S. Department of Education and, in part, by Perkins School for the Blind.

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settings. The project, running from 1992 to 1995, also assesses classroom environments, evaluates a consultant feedback program, and identifies the major topics that are addressed by the educational teams.

The NECPP model

SELECTION OF CHILDREN

Children are selected on a first come, first served basis with referrals made by educational consultants working with NECPP. To receive services, a child must fit the definition of deaf-blindness described by NECPP and federal legislation (Section 1422 of P.L. 101):

> Children and youth having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for children and youth with hearing impairments, visual impairments, or severe disabilities, without supplementary assistance to address their educational needs due to these dual, concurrent disabilities.

A child must also be enrolled in an inclusive program that is comprised of at least an equal proportion of children with and without disabilities and be scheduled to participate in integrated activities for at least 50 percent of the time. Currently, participants are eight children, ranging in age from 3 to 7 years, who live in rural and suburban areas of Massachusetts (see Table 1 for demographic information on these children).

PHASES OF THE MODEL

Phase 1: Introduction

During this phase, a representative of NECPP describes the project's services to the child's educational team, clarifies the roles and responsibilities of professionals on the team, and obtains the necessary permission for NECPP's involvement. NECPP staff also conduct an initial interview with the child's parents to verify the family's interest in having NECPP involved in the child's program.

For each school setting, an interagency agreement is established and a schedule of meeting times with the entire educational team is set. The interagency agreement is considered a prerequisite to NECPP's involvement. And given the intensive educational needs of a young child with deaf-blindness, a commitment by administrative personnel to regularly scheduled weekly or biweekly meetings is essential for developing and conducting a comprehensive inclusive program, particularly in the early stages. Important concerns in this regard are the staff's involvement in selecting target areas and specific curricular adaptations, as well as in collaborative team decisions about the implementation of related services within the regular educational environment (Demchak & Drinkwater, 1992; York, Rainforth, & Giangreco, 1990).

Table 1
Demographic information on children served by NECPP.

Child	Communication	Sensory loss
Sam (age 4)	Gestures, vocalizations	Vision: 20/200; bilateral optic nerve colobomas Hearing: 30–40 dB mild, sensorineural
Crystal (age 5)	Eye gaze	Vision: 20/400 Hearing: severe bilateral, sensorineural
Juan (age 6)	Vocalizations	Vision: 20/200; hyperopia, strabismus Hearing: severe bilateral, mixed
Peter (age 7)	Tactual sign	Vision: none; anophthalmia Hearing: moderate bilateral, mixed
Amy (age 4)	Verbal	Vision: 20/300; hyperopia Hearing: mild bilateral, mixed
Mary (age 6)	Gestures	Vision: 20/400; bilateral colobomas Hearing: moderate bilateral, sensorineural
Carrie (age 4)	Verbal	Vision: 20/100; oculomotor disorder Hearing: moderate bilateral, mixed
Abby (age 4)	Verbal, manual sign	Vision: 20/100 O.S., normal O.D.; glaucoma Hearing: mild bilateral, conductive

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Phase 2: Assessment

In this phase, procedures are introduced to assess the child, the classroom environment, and the family. The assessment of the child focuses on the impact of dual sensory impairments on the child's development. Along with observational assessment information, information on a child is obtained using at least one of the following assessment tools: The INSITE Developmental Checklist (Morgan et al., 1989), The Assessment, Evaluation, and Programming System for Infants and Children (Bricker, 1993), and The Callier-Asuza Scale (Stillman, 1985). Since many professionals are not familiar with assessment procedures used with children who are deaf-blind (Downing & Eichinger, 1990), the NECPP staff provides consultation and training on child-specific assessment protocols.

NECPP staff conduct assessment of family-centered issues related to the child's placement during a structured interview using a Family Wish List form. Parents are asked to respond to four brief questions-items: (1) "What do you feel should be the most important goals for your child during this school year?" (2) "Please indicate at least three things that you want your child to gain from being in a program with his/her neighborhood peers," (3) "What concerns (if any) do you have about your child being involved in an inclusion program?" and (4) "What are some of the most important things about your child that you feel all staff should know?" The results of this interview are then discussed with team members to ensure that all who work with the child are familiar with the family's concerns.

Environmental assessment procedures are performed by the NECPP staff using an adapted version of an observational survey form, the Classroom Observational Assessment (Odom, Peterson, McConnell, & Ostrosky, 1990). The 25 items in the survey, measured on a five-point Likert scale, deal with environmental arrangements, child-specific interventions, and peer-mediated interventions for the child. Information obtained from the form is used to develop educational recommendations.

Phase 3: Technical assistance

NECPP offers weekly or biweekly consultative services to classroom personnel, depending on the team's preference and the geographic location of the school. The primary goal of technical assistance is to provide on-site consultation and feedback on teaching strategies that will promote the inclusion of the child in classroom activities. This process includes the team's selection of instructional priorities or problem areas, direct observation of activities, and review sessions that present written and verbal feedback on the staff's performance. The team selects instructional priorities by completing the Curriculum Grid, a one-page guide that highlights the specific child-centered goals for each activity, the materials or adaptations necessary for the child to participate in the activity, and the staff person responsible for adapting each item or activity.

Written feedback is provided using the Observation Feedback Form, which targets five areas of instruction that are thought to be critical for young children with deaf-blindness. These instructional areas are (1) environmental arrangements, (2) modifications of the curriculum or activities (such as the positioning of the child, placement of materials, and adaptations of materials, (3) the child's communication system (form and consistency), (4) peer-mediated interventions (including modeling, rehearsal, and feedback), and (5) teacher-mediated interventions (for example, the type, frequency, and timing of prompting procedures).

The Observation Feedback Form is modeled after the coaching interview protocol developed by Hendrickson, Gardner, Kaiser, and Riley (1993) to train day-care teachers of young children. These authors found that structured coaching increased adults' behavioral support of children's interactions and improved the behavior of socially withdrawn children; long term maintenance effects were demonstrated by both the staff and target children, and social validity measures indicated that the teachers rated coaching positively. Although providing feedback to staff would seem to be an integral component of all educational programs and a well-supported educational practice (Fredericks & Templeman, 1990), none of the programs served by NECPP provides such feedback on a scheduled basis or using a structured format. Another issue is the need for more consistent administrative supervision of these educational programs. In an effort to address this issue, the NECPP staff train administrative and supervisory personnel in the Observation Feedback Form during the technical assistance phase.

Phase 4: Follow-up

Once educational personnel have been sufficiently trained and demonstrate requisite teaching skills (such as the ability to make appropriate modifications of materials and environments, to use prompting methods, and to implement communication training), NECPP provides consultation on an as-needed basis, that is, when new staff are hired or when transitions in the program occur. Toward the end of Phase 4, the NECPP staff compile a profile of the child that briefly documents teaching strategies, materials, and activities that have been successful in facilitating the child's inclusion in the classroom. This information is presented to the team members for review and is subsequently included in the child's Individualized Education Program (IEP). The purpose of the profile is to keep all the information on a given child in one place in case of changes in the staff or the program. In addition, the NECPP staff perform social validation assessments, using sociometric procedures described by McConnell and Odom (1986), to determine how the child is perceived by his or her classmates. Annual surveys of the staff and family members are also conducted to determine their satisfaction with NECPP and to incorporate technical and procedural improvements in future applications.

Discussion

Many of the factors related to high-quality inclusive programming for children with disabilities apply to children who are deaf-blind and NECPP has identified nine issues that seem to be essential for this population. These issues are (1) interventions for promoting communication-language development, (2) environmental arrangements, (3) strategies to promote social interactions and overall social competence, (4) curricular adaptations or modifications, (5) preparation and training of personnel, (6) strategies to incorporate functional skills training in inclusive settings, (7) the classroom operation and organization of classrooms, (8) administrative support and responsibilities, and (9) the availability of inclusive summer programming.

COMMUNICATION AND LANGUAGE

Communication and language development for children who are deaf-blind is a critical issue. During NECPP's involvement with educational teams, communication and language development has been a prevalent topic of discussion and an area for staff training. Typically, children who are deaf-blind have a wide range of communication abilities that may require the analysis and development of several skill areas, such as simple changes in physiological states, natural gestures, formalized or adapted sign language, tactile sign language, total communication, picture systems, and representational object systems. In many cases, a combination of approaches may be used. However, significant time and resources are required to select, design, and implement a child's communication program. Furthermore, particular attention must be given to how these procedures will be implemented within the framework of the regular classroom as well as how other children will be instructed to use them in their interactions with a child who is deaf-blind.

ENVIRONMENTAL ARRANGEMENTS

The consideration of environmental factors that are thought to affect the ability of children with sensory losses to learn has been a major emphasis in special education (Bishop, 1986). Environmental factors, such as lighting, the level of noise, tactile cues, spatial cues, and the positioning of materials are frequently addressed by itinerant vision teachers during their consultations with regular education personnel.

A critical issue for some children who are deaf-blind in inclusive settings is that the noise level in these environments is much more variable and sometimes more intense than in special education settings. The higher and more variable level of noise in inclusive settings seems to be due to such factors as the greater verbal ability of the children, the larger classrooms, the teachers' styles of organizing and managing their classrooms, and the higher frequency of peer interactions that are common in early childhood activities. Although the use of cooperative learning strategies in inclusive settings has been recommended to allow for variations in the children's abilities and pace of work (Villa & Thousand, 1992; Wang, Reynolds, & Wahlberg, 1988), such strategies can be disadvantageous compared to the quieter, more structured one-to-one learning [illegible] used in traditional special education programs. For some children, auditory trainer systems that

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block out extraneous environmental sounds may help alleviate this problem.

Given the impact of vision and hearing loss on a child's development, environmental assessment and arrangements should be a major concern. Yet, NECPP has found that even when vision teachers, speech therapists, and teachers of children who are hearing impaired are involved in a classroom, the educational staff are inconsistent in following recommendations for controlling environmental factors. This observation is in line with a study by Odom, McConnell, and Chandler (1993) which found that teachers responded less favorably to environmental arrangements even though they may consider these procedures to be less "labor intensive" than other interventions. Furthermore, NECPP's experiences regarding the assessment of classroom environmental arrangements suggest that kindergarten and first-grade classrooms are more controlled than are preschool classrooms, perhaps because elementary school classrooms use more center-based learning arrangements, modulate visual and auditory input, and use distinct spatial cues.

SOCIAL SKILLS INTERVENTION

Research has found that social interactions between young children with and without disabilities occur most frequently and are enhanced by the use of regularly scheduled free-play periods with consistent peers, teacher-prompting procedures, peer-mediated interventions, and a combination of group-peer interventions and child-specific interventions (Odom et al., 1993). Interventions with young children who are deaf-blind should focus on prompting procedures by teachers (such as tactile and verbal cues that describe the ongoing activity and location of peers or play materials), strategies to promote peer initiations, physical assists (for example, training peers to use sighted-guide techniques, tactile-verbal descriptions, and tactile-verbal identification), and child-specific interventions (for instance, teaching the child how to seek out peers physically and to initiate interactions). Since NECPP's staff have observed that teachers seldom prompt peers to initiate and maintain social interactions with a child who is deaf-blind, they focus on enabling teachers to become more proficient in their application of peer-mediated interventions.

CURRICULAR ADAPTATIONS-MODIFICATIONS

To meet the individual as well as the intensive instructional needs of a child who is deaf-blind, it is necessary first to assess the child's preferences for various educational materials. As with all children, the focus should be on adapting the curriculum and modifying instruction to allow the child to participate at his or her own pace and to achieve his or her highest potential (Richarz, 1993). The use of a curriculum guide, such as the Curriculum Grid discussed previously, is recommended to highlight specific child-centered goals for each activity, materials or adaptations that are necessary for the child to participate in the activity, and the staff members who are responsible for adapting each item or activity.

PERSONNEL PREPARATION

In a study of the effectiveness of educational services for students with low-incidence disabilities in public day school programs in California, Curry (1994) found that the most powerful determinant of the quality of the programs were administrators, program specialists, and service providers who were knowledgeable about a specific low-incidence disability and who understood the unique educational needs of these students. Several authors have noted that most teachers have had little or no training in procedures that will promote the development of social skills in young children with disabilities (McCollum & McCartan, 1988; McConnell et al., 1992; Odom, 1988; Peck, 1993), let alone children who are deaf-blind (Baldwin, 1986; Fredericks & Baldwin, 1987). For inclusion to be successful, staff must know how to create an environment that offers all children access to information and encourages their selection of and engagement with preferred play materials and playmates (McInnes, 1988).

To ensure proper environmental programming, NECPP has found that the combination of technical assistance and in-service training is most effective in teaching staff how to instruct young children who are deaf-blind. Most important, technical assistance and consultative services are most successful when they are provided weekly or biweekly, particularly during the first three to four months of the school year. Afterward, these services can be faded gradually, for example, to once a month.

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INCORPORATING FUNCTIONAL SKILLS TRAINING

Although the regular classroom offers opportunities for students to learn practical life skills (Stainback, Stainback, & Moravec, 1992), the child who is deaf-blind may require additional time to practice these skills. For example, if the team decides that the development of toileting skills is a priority, scheduled toileting times may require that the child periodically misses other classroom activities. NECPP's philosophy is that these decisions should be made as part of the team process and should not be based on the opinions and philosophies of individual staff members.

OPERATION AND ORGANIZATION OF THE CLASSROOM

In each program involved with NECPP, regular classroom teachers and paraprofessionals were distressed by the lack of time to plan and prepare lessons and to troubleshoot problem areas or activities. The insufficient planning time for primary educational staff makes it difficult to institute co-teaching procedures and leads to increased stress for adults who have to work closely together but do not have time to formulate a plan of action. A related issue, raised by all the regular education teachers involved with NECPP, is that it is difficult to become proficient in using a child's communication system (tactile sign language and a tactile symbol system) because the time needed to learn these skills took away from their duties with the other children.

ADMINISTRATIVE SUPPORT AND RESPONSIBILITIES

As was previously mentioned, many administrators of educational programs do not provide on-site training and feedback to staff (Fredericks & Templeman, 1990). For this reason, NECPP sponsors workshops and training seminars to acquaint administrators, as well as direct care personnel, with best-practice approaches for children who are deaf-blind and sometimes provides financial remuneration to support these workshops and seminars.

AVAILABILITY OF INCLUSIVE SUMMER PROGRAMMING

None of the schools served by NECPP has an inclusive summer program. In many cases, parents are directed to find an appropriate summer placement, and frequently, the available options are more restrictive than those offered during the regular school year. If children who are deaf-blind do not have continued access to inclusive education during summer vacations, the issue of "substantial regression" should be addressed through the IEP process, with a focus on such areas as communication, orientation and mobility, activities of daily living, and the development of social skills. Therefore, NECPP provides assistance to participating schools in establishing or locating suitable summer programs.

Conclusion

NECPP uses a technical assistance model that offers a continuum of consultative services to inclusive educational programs in which young children who are deaf-blind are enrolled. Its staff have found that these children can benefit from inclusive education when the school staff are given systematic feedback and training. When such services cannot be provided, there is a greater risk that the child's educational needs will not be optimally addressed. NECPP's future objectives are to replicate services for more children, expand the project to include older students, and formalize the evaluation of teaching and intervention strategies.

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